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ABSTRACT

This unit, one of six which comprise the Fair Play program, allows middle school students to compare and analyze male and female language. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This student guide contains 20 lessons organized into four parts: (1) basic principles of language and its effects on people; (2) differential treatment of males and females in written language; (3) examination of verbal and nonverbal communication of males and females; and (4) practice in making personal and group decisions. The lessons include learning activities for individuals and groups, discussion items, and evaluation exercises. (DC)

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Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School

Decisions about Language

Student Guide

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Women's Educational Equity Act Program
U.S. Department of Education
T. H. Bell, Secretary

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To you, the student:

Language is like a mirror. It reflects what people believe about themselves and others.

Language is powerful—so powerful that it can change your beliefs about yourself and others.

In this unit, you will be able to look into the mirror of language and see yourself and your culture. You will also have an opportunity to explore the power of language.

You will discover how to use language in a way that does not limit you or others. At the end of the unit, you will have an opportunity to examine your values and to make decisions about what to say, read, and listen to.

Part I

Language and Change

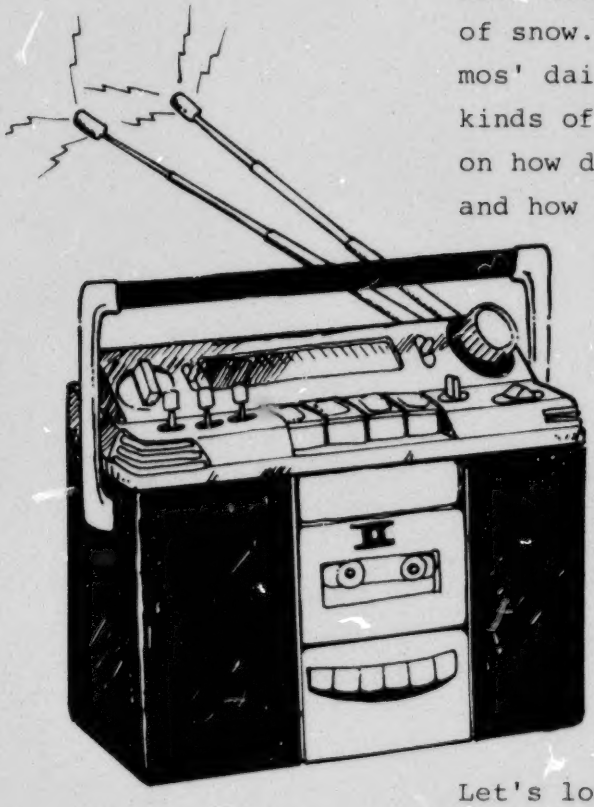
Lesson 1: Language as a Mirror

Activity A: Language reflects

Language is like a mirror. It is a body of words and systems that is common to people of the same community, geographical area, nation, or cultural tradition. Therefore, language reflects people's values. It also reflects people's culture, which is the ways of living built up by a group of people and transmitted from one generation to another. In fact, we have discovered much about very old cultures by studying

their languages. We can tell where people lived by finding out what words they used. If people had many words for fish, we know they probably lived close to the sea. If they had a lot of words for snow, we know they probably lived in the North.

For example, in the United States we have only a few words to describe snowy weather: sleet, slush, ice, snow, and blizzard. But Eskimos have about 40 words to label different kinds of snow. Of course, snow is a part of Eskimos' daily life. Eskimos must know about all kinds of snow. Their lives and work may depend on how deep the snow is, how hard the crust is, and how long the snow will fall.



In the United States, we have many words to describe mass media (communication systems). Here are a few: television, radio, newspaper, camera, advertising, scene, soap opera, movie, commercial, and news. As you can see, media are very important in our culture.

Let's look closer at two media—television and magazines. Television reflects our culture's values. A value is what you think is good or important. What does the language on television show about our culture's values?

Activity B:
Looking at ads

Form a group with three or four other students. Choose a group recorder to write your group's answers.

Choose two of the following activities (B-1, B-2, B-3) to discuss in your group.

B-1 a. Think of all the television commercials you can.

b. Decide on one or two words that describe what each commercial is trying to sell.

c. Decide what someone could tell about our country (what we do, buy, and consider important) by watching television commercials.

For example, many commercials show youthful, beautiful people. What do these commercials show about the values of our society? Do all societies value youth and beauty?

B-2 a. Look at the advertisements in a magazine.

b. Decide on one or two words that describe what each advertisement is trying to sell.

c. Decide what someone could tell about our country (what we do, buy, and consider important) by looking at magazine ads.

B-3 a. Think of an average news show on television.

b. What topics are covered in almost every news show?

c. What could someone tell about our country (what we do and what we consider important) by watching the news?

Activity C:
What words do you use?

Think of a topic that you feel is very important to you. You could choose a hobby, a person, a political issue, or an event you especially like. Write a few paragraphs describing the topic you have chosen. Choose your words carefully. Use some adjectives to describe your topic. Underline all the words that show your attitude to the topic.

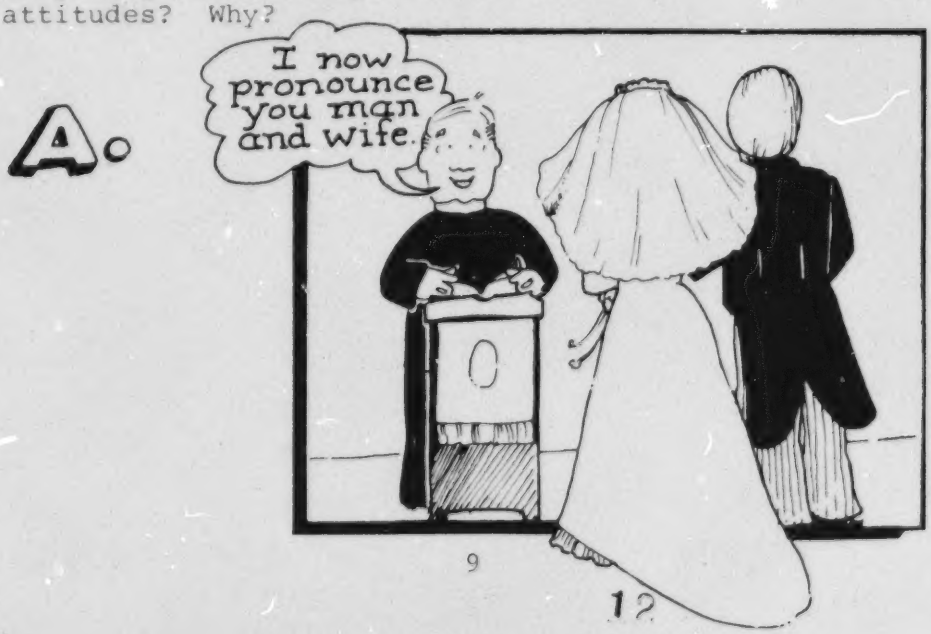
Read your paragraphs to the class. Have the class tell what words show your attitude.

Activity D:
Class wrap-up

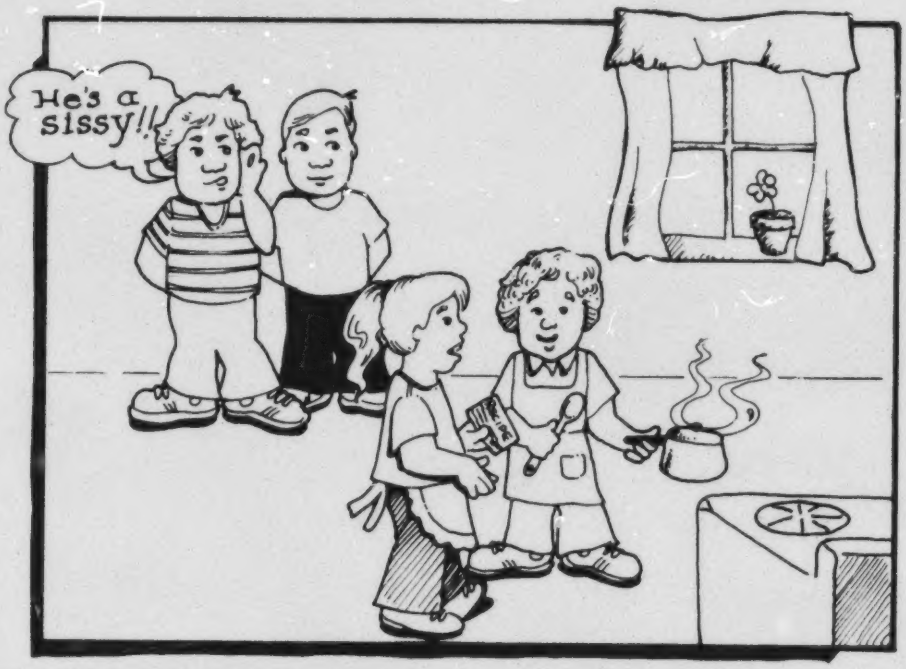
D-1 Your teacher will have each group report the results of their discussion in Activity B.

D-2 Look at the cartoons below and on the next page. What does the mirror of language show about our culture's attitudes?

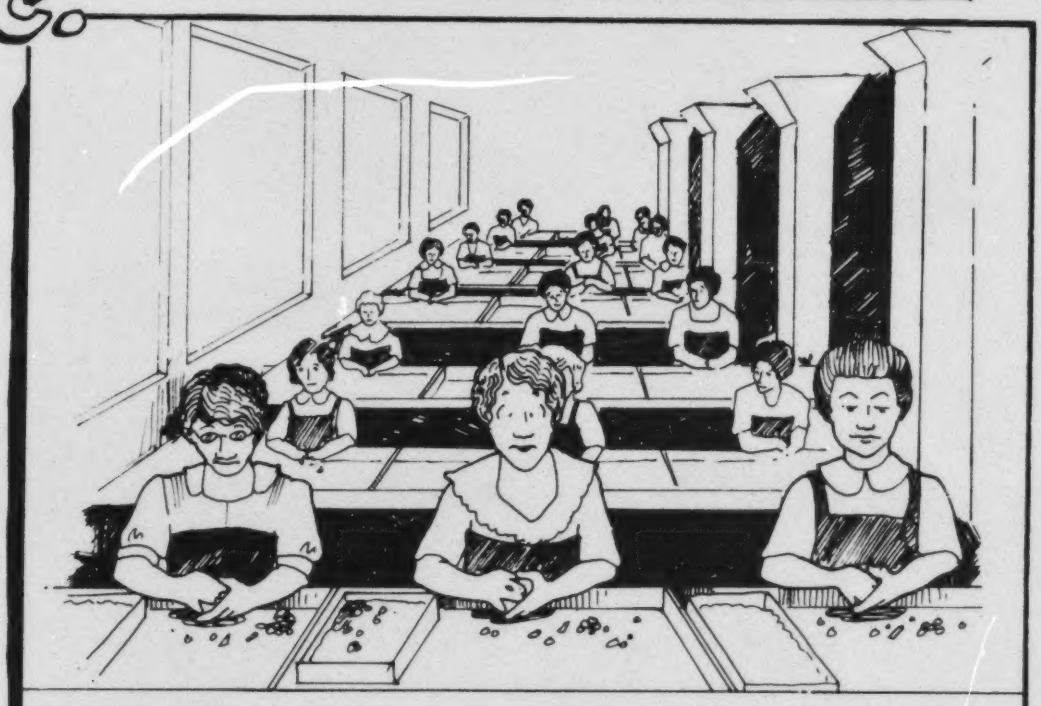
D-3 Do you agree or disagree with these attitudes? Why?



B.



C.

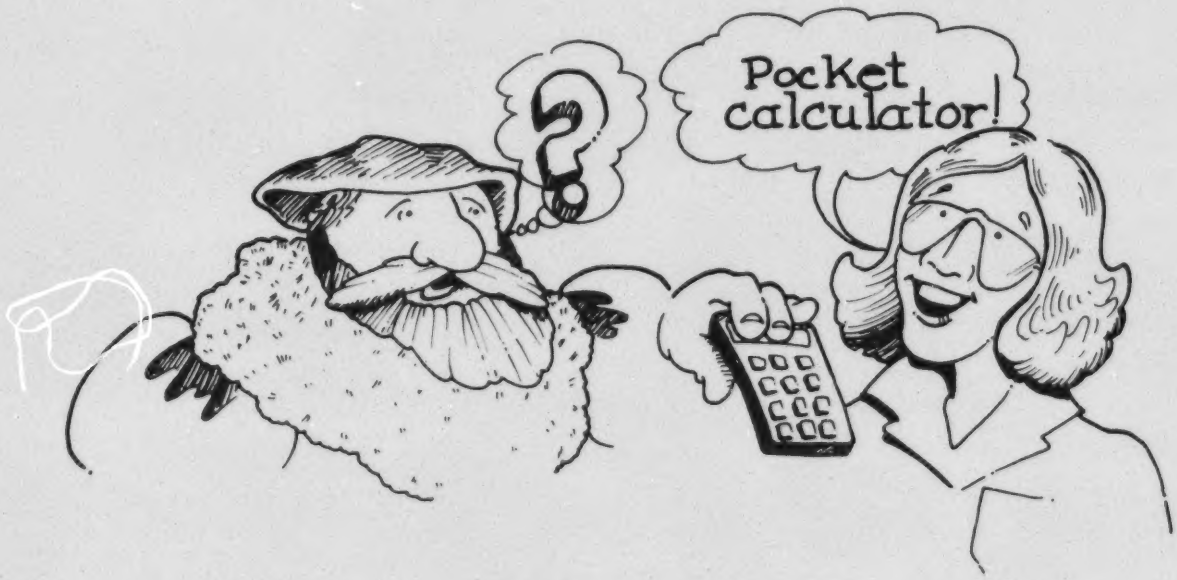


In the 1920s, workers and their wives suffered many hardships.

Lesson 2: A Changing Language

Activity A:
How does language change?

You may remember from the last lesson that the language people use shows their values and their culture.



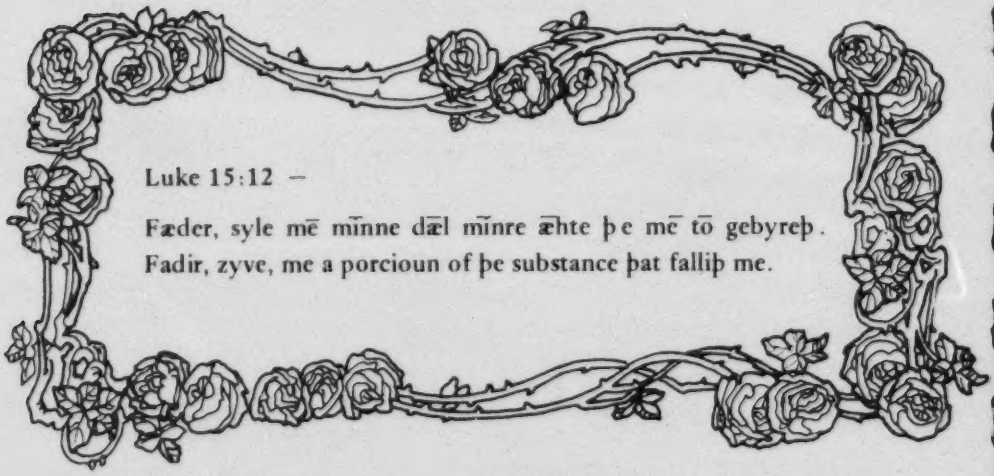
But people are constantly changing—and that includes you. People are creating things, writing books, meeting new people, dying and being born. Old cultures are changing. New countries are being created. Of course, as people change, their language changes.

Do you think that the dictionary changes? Did you know that new words are added, old words are removed, and the spelling of many words changes?

Here are a few words in today's dictionaries that didn't exist before 1900: Vaseline, Kleenex, Xerox, rocket, nuclear, automobile, television, computer, grungy, clone, spaced-out, and centerfold. Can you think of other new words?

Why didn't these words exist? As you can see, the products those words refer to did not yet exist—so the words weren't needed then. Also, we have different ways of describing things and people. Can you see how language changes as our culture changes?

Have you ever wondered what the English language looked like 700 years ago? It looked like this:



Luke 15:12 –

Fæder, syle mē mīnne dǣl mīnre ǣhte þe mē tō gebyreþ.
Fadir, zyve, me a porcioun of þe substance þat falliþ me.

Thomas Pyles, *Origin and Development of the English Language* (New York: Harcourt, Brace and World, Inc., 1964), p. 141.

Do you recognize any words? As you can see, even our alphabet has changed since the thirteenth century.

Not only does the spelling of words change, but their meanings change. Many years ago, the word meat referred to food in general. Corn and vegetables were called meat. Of course, now meat means only a certain kind of food.

A long time ago, the word silly meant happy and innocent. Now it means ignorant or foolish.

These are only a few examples of the way words have changed.

How do words change? They change through people. For one reason or another, people may use a word to mean a certain thing. They may invent new words for new things and new ideas.

When enough people use a word in a different way, the publishers of dictionaries make a note of that change. Then the next edition of the dictionary includes the new meaning.

For example, when many writers started to use the word silly to mean foolish, the meaning of silly changed. As a result, the dictionary changed. Remember, the dictionary records the language people use.

Activity B:
Looking at the dictionary

Language shows how people's culture or values change.

B-1 Look up the following words in the dictionary. Write the old and new meanings of the words. The old meaning will be shown by the letters ME, which mean Middle English. Middle English was the language spoken in England from the twelfth to the fifteenth century.

a. hurtle

b. cattle

c. treadle

d. involve

B-2 Find and write the meanings of the following words:

a. granola

b. white-collar crime

c. jet lag

Do you think these words were in dictionaries published before 1950? Why or why not?

B-3 What change has taken place that caused people to create the word pantsuit?

B-4 What changes took place that caused people to create the word smog?

B-5 What change took place in the 1960s that caused people to stop using Negro and start using black?

B-6 Think of some slang words that you and your friends use. Are any of these words in the dictionary? Which ones?

B-7 Language does change, but usually very slowly. Why?

Activity C: Class wrap-up

C-1 Where do new words come from?

C-2 What does language show about our culture?

C-3 Why do people invent new words or give old words new meanings?

Lesson 3: Language Changes You

Activity A:
Does language change you?

You may do this activity with a partner or by yourself.

In the first lesson, you found out that language reflects people's values and culture. In Lesson 2, you learned that words change as people change.

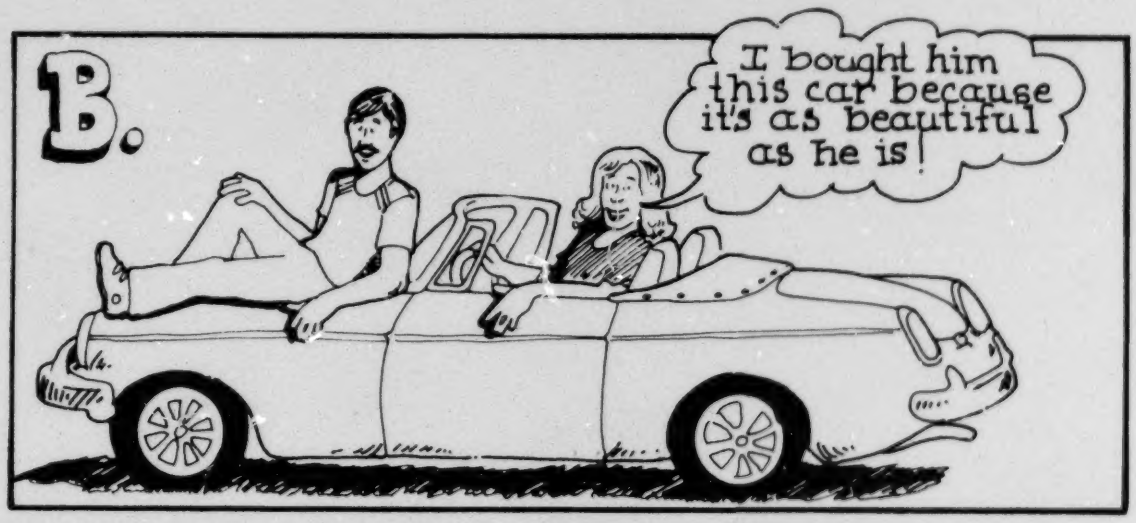
Do you know that language can change you? Yes, language can change your attitudes about yourself and other people.

Here's a simple example. If everyone you know tells you that you are no good at math, you probably won't be good at math. Why? Because, without knowing it, you start believing the words you hear. On the other hand, if everyone tells you that you are very good at math, you will have a better chance to become good at math.

A-1 Think of the people you are with most often. From whom do you hear the most words? List these persons by role (example: father).

A-2 From where else do you hear or read words (example: radio)?

Do you think that the words spoken by your friends and family and those heard on television affect your attitude about yourself? Think about this question as you look at the following "commercials":



A-3 Who is usually doing the laundry on television: a male or a female?

A-4 What is unusual about Commercial B?

A-5 What is unusual about Commercial C?

A-6 Do you think the commercials on television affect your attitude about doing the laundry?

A-7 If all the commercials you saw showed men doing the laundry, how would you be affected? Would you change your attitude?

A-8 What do you think about the "commercial" below?

Activity B: Class wrap-up

B-1 Discuss your answers to questions A-1 through A-8.

B-2 Do you think most people know that their attitudes change according to the words of others? Give an example. Why is this important to know?

Part II

Getting Messages

Lesson 4: The Generic Rule

Activity A: An experiment

Before you start this lesson, do an experiment.

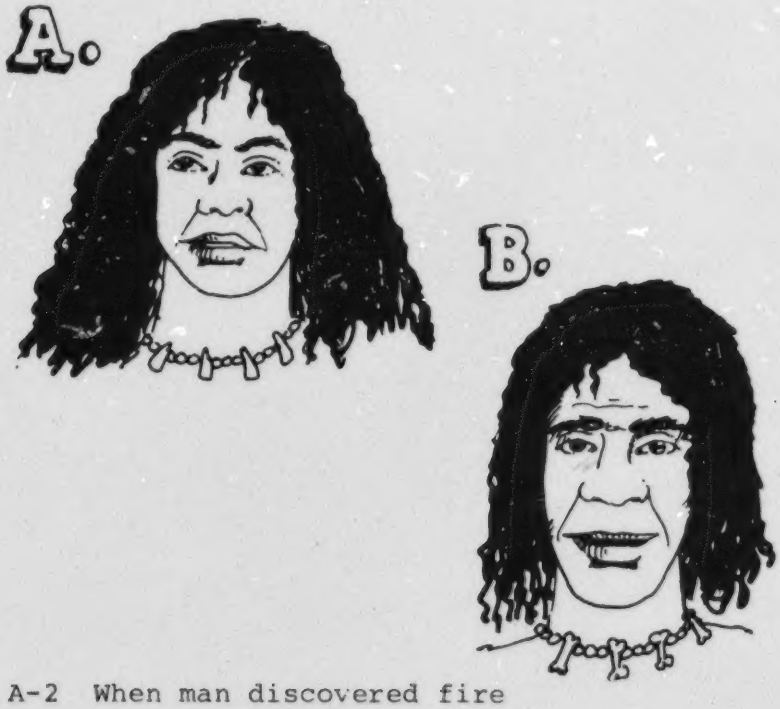
Look at the following phrases, sentences, and pictures. Read each phrase and decide which picture goes best with the phrase. Circle your answer. There are no right or wrong answers.

After you have finished, turn your paper in to the teacher. Make sure your name is on the paper. Your paper will be used in the next lesson.

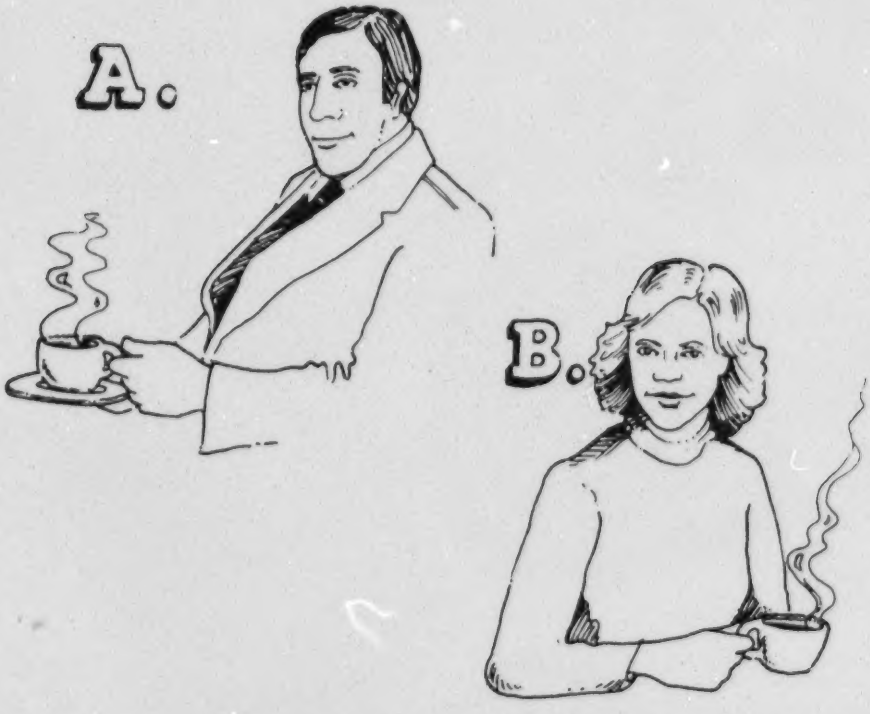
A-1 Men of good will

A.

B.

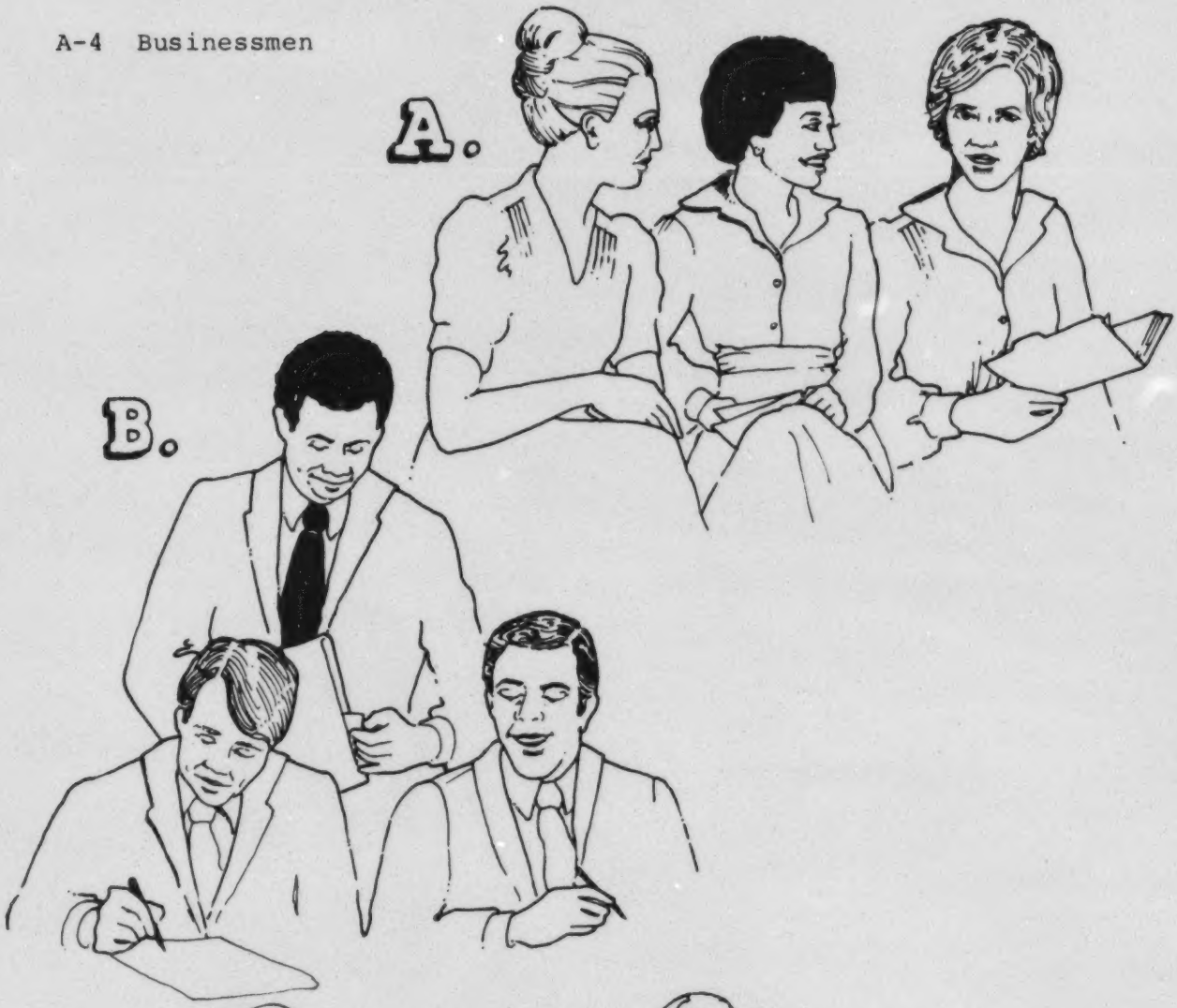


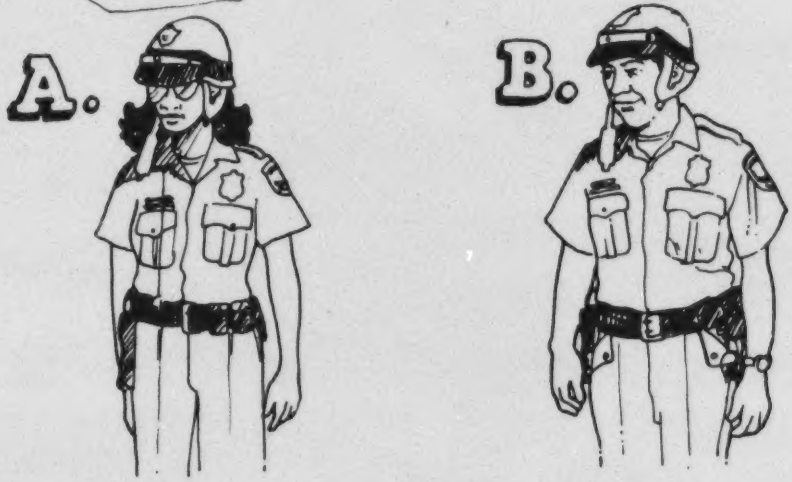
A-2 When man discovered fire



A-3 Everyone drinks his coffee black.

A-4 Businessmen





A-5 In that job it's every man for himself.

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Activity B:
Pronouns and the generic rule

You may do this activity with a partner or by yourself.

What happens when you don't know whether a pronoun is masculine (male) or feminine (female)?

Look at the sentence below. (Remember, everyone is a singular pronoun.)

> Everyone can select ___ own work time.

In this sentence, the word everyone means each person. That is, everyone can be masculine or feminine. What pronoun should you use?

For sentences like this, a special rule was made:

> Use a masculine pronoun—he, his, or him—when the gender (sex) of a person is not known.

This rule is called the generic (jen-NAIR-ick) rule. According to this rule, the sentence in the box above should read:

> Everyone can select his own work time.

Using the generic rule, which word would you use in the following sentence: his or her?

> Each student must do ___ homework.

If you said his, you are right.

Until recently, many writers followed this rule—using he, his, or him to represent either a male or a female when the sex of the person was not known. In the next lesson, you will learn some new rules people are using instead of the male generic rule.

B-1 To practice finding examples of the generic rule, read the paragraphs below. Write the letters of all sentences that use the generic rule. Then, write how you know.

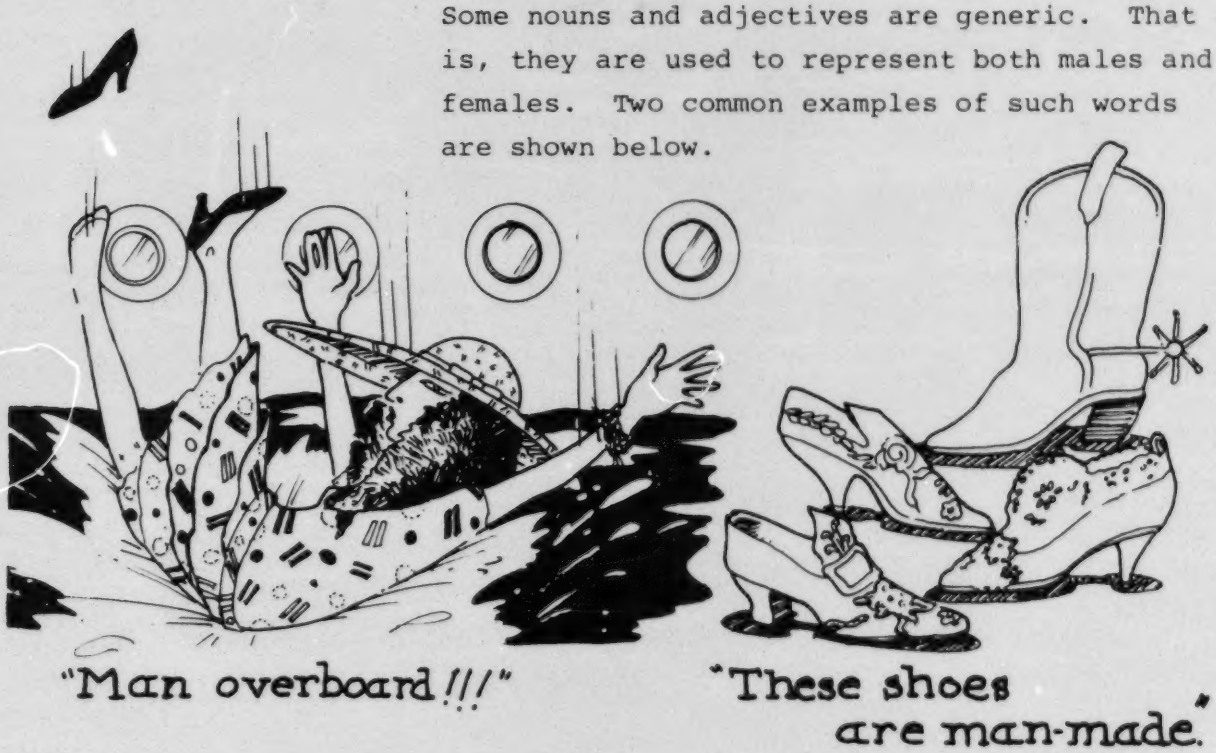
> (a) It was time to start the test. (b) Everyone picked up his pencil to begin. (c) If a student had a question, he could no longer ask it. (d) Each student had only 30 minutes to finish his test.
>
> (e) Jerry was thirsty and wanted a drink of water. (f) But he knew he wouldn't have time to finish the test if he went to get a drink. (g) Finally, it was over. (h) Each student gave his test to the teacher.

B-2 Look in one of your textbooks, a newspaper, or a magazine. Find at least six sentences that use he, his, or him to represent either a male or a female. Write down the sentences. If you cannot find six sentences, make up six of your own.

Activity C:
Nouns and the generic rule

You may do this activity with a partner or by yourself.

Some nouns and adjectives are generic. That is, they are used to represent both males and females. Two common examples of such words are shown below.



As you can see, man is a general (or generic) word for people (or human beings).

C-1 Write a sentence that uses man as a general word for people. Do not use the same sentences shown in the illustrations.

Because a masculine noun has been used to represent people in general, other things have happened. For example, a masculine word is often used to represent an average person. Look at the sentence below:

> A man will be happier if he can select his own work time.

And, many jobs have man added to the end. For example:

> statesman, fireman, doorman, congressman

C-2 Write at least five other examples of job titles with man as the last part of the word.

C-3 What is your opinion of the generic rule? Do you think it should or should not be changed? Why?

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Write the numbers of the sentences below that use the generic rule. Then explain how you know.

D-1 My father was worried because he didn't spend enough time with us.

D-2 Are wars for the good of mankind?

D-3 Everyone decided to leave his book on the desk.

D-4 The captain cried, "Man overboard!"

D-5 Each teacher graded his own papers.

Lesson 5: The Generic Rule and Society's Values

Activity A: Does the generic rule cause problems?

Read the following reports. The first report uses the generic rule. The second report uses a new rule. After you read both reports, answer the questions that follow.

Report 1

(a) In order to be happy, man must be busy. (b) He can be busy working or playing. (c) But if a man does nothing for very long, he will probably become very depressed.

(d) Most people like to select their own work times. (e) If a man is allowed to decide when he will work, he will probably do better work.

(f) Unions have helped the working man in America. (g) Now, the average worker knows what his rights are.

"...MAN must be busy."

"...PEOPLE must be busy."

Report 2

(a) In order to be happy, people must be busy. (b) They can be busy working or playing. (c) But if a person does nothing for very long, she or he will probably become very depressed.

(d) Most people like to select their own work times. (e) If people are allowed to decide when they will work, they will probably do better work.

(f) Unions have helped workers in America. (g) Now, most workers know what their rights are.

A-1 Look at Report 1. Write the letters of all the sentences that use the generic rule.

A-2 Look at Report 2. Write the letters of all the sentences that were changed from the generic form to a different form.

A-3 Which group of pronouns is left out of Report 1: masculine pronouns or feminine pronouns?

A-4 Who do you think will feel closer to Report 1: boys or girls?

A-5 If most writers refer to workers as men, will readers think that most workers are men or women?

A-6 If most writers refer to workers as men, will more boys or more girls want to work?

A-7 Who do you think will feel closer to Report 2: boys or girls?

A-8 If writers refer to workers as people, will readers think that most workers are men or women?

A-9 If writers refer to workers as people, will more boys or more girls want to work?

Activity B (discussion): What about the generic rule?

B-1 Look at your paper from Activity A in Lesson 4. Even though the generic rule was used, who did most of the class think the captions referred to: women or men? What do your results say about the generic rule?

B-2 What effect does the generic rule probably have on females? On males?

B-3 What characteristics and/or values of our society does the generic rule show?

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Activity C:
The generic rule and your community

Here are some new rules being used in place of the generic rule. These rules are guidelines for writers and editors at the McGraw-Hill Publishing Company. This company publishes many textbooks, as well as other books.

Language Considerations	
Man-words	
No	Yes
Mankind	Humanity, human beings, human race, people
If a man drove 50 miles at 60 miles per hour . . .	If a person (or driver) drove 50 miles at 60 miles per hour. . .
Grew to manhood	Grew to adulthood
Manpower	Human power, human energy, workers
Pronouns	
No	Yes
The average American drinks his coffee black.	The average American drinks black coffee. Most Americans drink their coffee black.
Occupations	
No	Yes
Congressman	Member of Congress, Representative
Businessman	Business executive, business manager
Fireman	Firefighter
Foreman	Supervisor

Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications, n.d.

Check with the newspaper, radio stations, and school board in your city to find out whether they use the male generic rule. If they don't, find out what rules they do use.

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Activity D:
Does the generic rule affect your choices?

In this activity, you will find out whether the generic rule affects other people.

Copy List 1, below, on three separate sheets of paper. Do the same for List 2. Outside of class, show List 1 to three girls. Show List 2 to three other girls. Then have each girl put an X by all of the occupations on her list that sound interesting to her.

List 1: Generic	List 2: Specific
businessman	businesswoman
fireman	firewoman
congressman	congresswoman
car repairman	car repairwoman
salesman	saleswoman
cameraman	camerawoman
mailman	mail carrier
logman	forester

In class, compare the results of the six lists. To do this, find the average number of Xs marked on the three copies of List 1. Then find the average number of Xs marked on the three copies of List 2.

Now discuss the following questions:

D-1 Which list had the higher average of Xs?

D-2 a. Do you think that girls feel they have more choices if the word woman is used instead of man?

b. Do you think that boys feel they have more choices if the word man is used instead of woman?

D-3 Do you think that the generic rule affects people's understanding of the world? How?

D-4 Look back at the lists. For each occupation, make a list of words that could represent both men and women. Which list do you think is most fair: List 1, List 2, or your new list? Why?

D-5 Do you think the generic rule should be changed? What new rules would you make:

a. For the singular pronoun generic form (everyone . . . he)?

b. For generic nouns (man, mankind)?

c. How could you enforce these new rules?

Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Using the new rules your class substituted for the generic rule, revise the following sentences.

E-1 The problems of man have increased because of the nuclear bomb.

E-2 Everyone left his seat when the bell rang.

E-3 The chairman of the board called the meeting to order.

E-4 If a man works hard for eight hours a day, he probably wants to relax at night.

Lesson 6: Active and Passive People

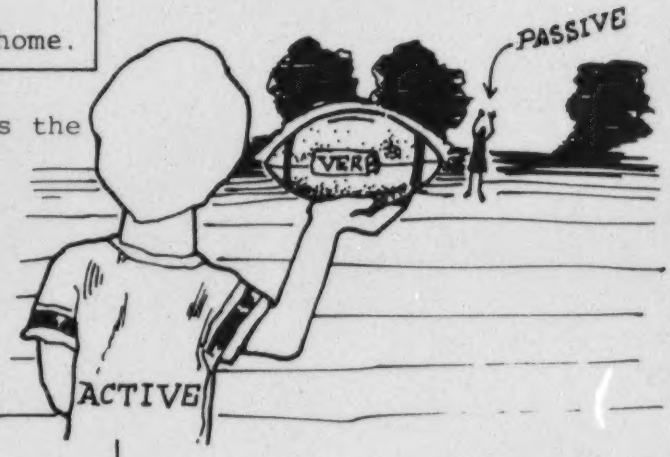
Activity A:
What are active and passive verbs?

Do you know that verbs can be active voice or passive voice?

Active voice means that the subject does the action. The following sentence shows an active verb.

Subject	Verb Active	Object	
He	walked	her	home.

Who does the action? He does. He is the subject of the verb.



Passive voice means that the subject of the sentence receives the action. Look at the following sentence:

Subject	Verb Passive	
She	was walked	home by him.

Who does the action in this sentence? He does. (He is walking her home. She is being walked home.) Who receives the action? The subject, she, does.

As you can see, sometimes the subject of the sentence does the action. And, sometimes the subject receives the action.

For the sentences below, write what the subject is. Then write a D if the subject does the action or an R if the subject receives the action.

Remember: If the subject does the action, the verb is active. If the subject receives the action, the verb is passive.

A-1 The chairperson introduced the speaker.

A-2 The speakers were introduced by the chairperson.

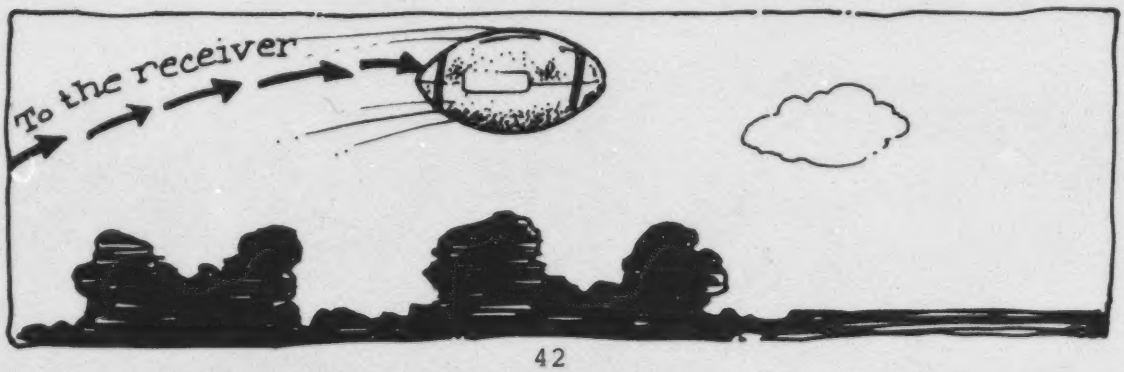
A-3 The president appointed Karen to the committee.

A-4 Karen was appointed to the committee by the president.

A-5 Every window has been broken by that storm.

A-6 That storm has broken every window.

Go back to the sentences above. Write what the verb is for each sentence. Write A by the verb if it is an active verb. Write P by the verb if it is a passive verb.



Activity B:
Are males and females active or passive?

You may do this activity with a partner or by yourself.

For each of the following sentences, find the verb. Then write A for active voice and P for passive voice.

B-1 John took Marie out on a date.

B-2 John was taken out on a date by Marie.

B-3 Phil walked Sue home.

B-4 Phil was walked home by Sue.

B-5 Marie took John out on a date.

B-6 Marie was taken out on a date by John.

B-7 Alice walked Phil home.

B-8 Alice was walked home by Phil.

In real life, which sentences do you usually hear people say? In other words, when boys and girls go on a date, does the girl say, "I took him out," or does the boy say, "I took her out"?

B-9 Look again at the sentences in B-1 through B-8. Write X by the sentences that people are most likely to say.

B-10 Draw a chart like the one below. In the first column, write the number of each sentence that you wrote X by in B-9. These are the sentences that people actually say. Then write X in the appropriate column.

The Sentences People Say				
	Subject		Verb	
Sentence number	Male	Female	Passive voice	Active voice
Example: 1	X			X

Activity C: Class wrap-up

C-1 Which sentences did you mark with X?

C-2 For the sentences you marked with X, were the male subjects active or passive? Were the female subjects active or passive?

C-3 Words reflect the attitudes of a society.

a. Do people usually say that boys take girls out, or that girls take boys out? Why?

b. What attitude is shown: that girls are more active than boys, or that boys are more active than girls?

C-4 Think about what happens on a date.

a. Who usually drives the car: a boy or a girl?

b. Who usually pays for a date: a boy or a girl?

c. Why do you think we have these customs?

d. What do you think about these customs: Should boys pay for dates or should girls pay? Why?

C-5 Do you think that passive people make a lot of decisions or a few decisions? Do you think that active people make a lot of decisions or a few decisions?

C-6 Think about girls who are passive and only go out when they are asked. Which choice are they giving up: whether to ask someone, or whether actually to go?

C-7 Because of social customs, who make more important decisions: men or women? Is this custom good or bad? Why?

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

In the sentences below, write A if the verb in the sentence is in the active voice and P if the verb in the sentence is in the passive voice.

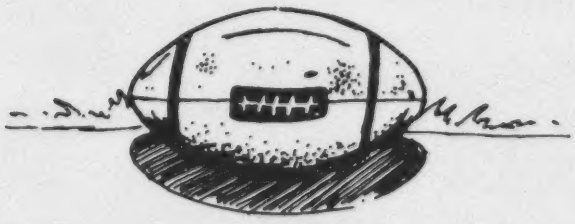
D-1 Her mother called the school to find out where she was.

D-2 Brandon played football every day after school.

D-3 The football was thrown by Clarence.

D-4 Theoria's team was defeated by Sharon's team.

D-5 Phil was taken to school by his father.



Lesson 7: Positive and Negative Connotations

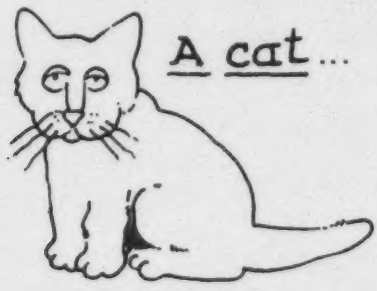
Activity A: Two ways to describe

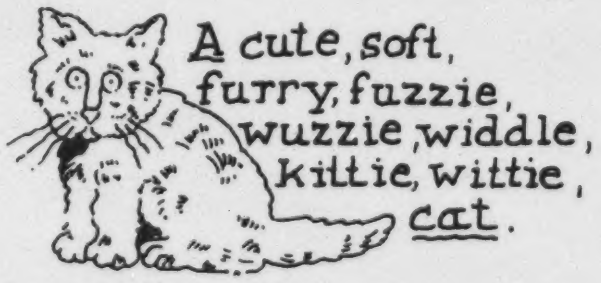
You can describe objects in two different ways. One way is by using words that describe the object exactly or factually. The other way is by using words that describe your feelings about the object.

The first way to describe is called objective. The writer tries carefully to describe the object and to leave out any feelings.

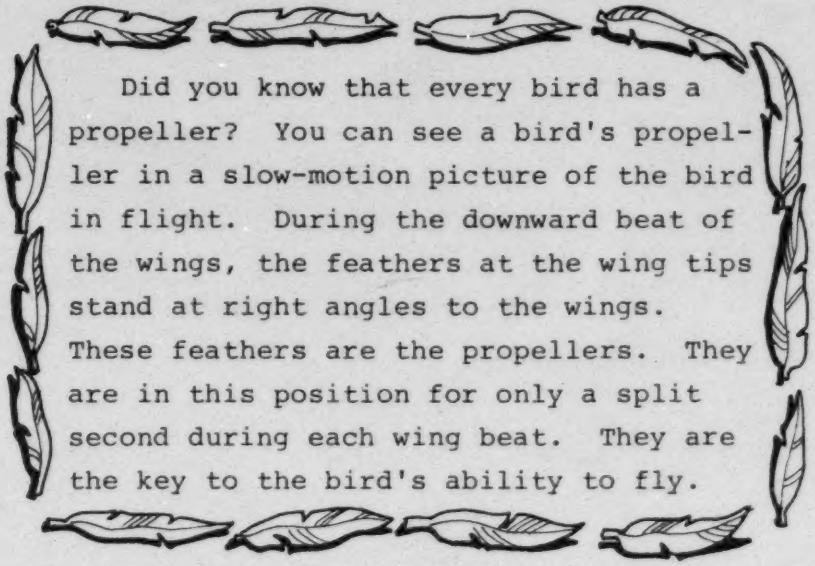
The second way to describe is called subjective. In this case, the writer expresses emotions (feelings) about the object.

Look at the illustrations below. Which one is objective (factual)? Which one is subjective (emotional)?





Here is an example of objective writing.



Did you know that every bird has a propeller? You can see a bird's propeller in a slow-motion picture of the bird in flight. During the downward beat of the wings, the feathers at the wing tips stand at right angles to the wings. These feathers are the propellers. They are in this position for only a split second during each wing beat. They are the key to the bird's ability to fly.

Now, look back through the paragraph. Can you find any examples of the writer's emotions? Probably not, since this paragraph uses only factual, objective words. These words have only a denotation. That is, they have a factual definition.

Some words also have a connotation. This means that the use of the word causes you to feel a certain attitude or emotion.

Look again at the paragraph above. What are some words that you could add to show emotion about a flying bird? What about the words soaring, graceful, or beautiful? All of these words show feelings—therefore, they are subjective words.

Look at these words.

car

automobile

limousine

Which of these words means vehicle that moves on wheels? This definition is the denotation of all three words. Cars, automobiles, and limousines all are vehicles that move on wheels.

What is the connotation of each word? You probably don't feel much emotion when you hear the word car. But what do you feel when you hear the word limousine? Limousine may cause you to think of the President of the United States, James Bond, the CIA, or rich people being chauffeured to the Academy Awards. You may be excited or envious. You probably feel more emotion when you hear limousine than you do when you hear car.

Look at the words underlined below. Use the dictionary to find the denotation (exact meaning) of each word. Then write a short definition.

Each word will also suggest a meaning (connotation) that will cause emotions. If the connotation makes you feel good, write positive. If you feel bad when you read the word, write negative.

A-1 Let freedom ring!

a. Denotation

b. Connotation

A-2 The house was haunted.

a. Denotation

b. Connotation

A-3 The clown wore a scarlet cape.

a. Denotation

b. Connotation

A-4 She vowed to get revenge.

a. Denotation

b. Connotation

A-5 The snake bared its fangs.

a. Denotation

b. Connotation

Activity B:
Male and female connotations

You may do this activity with a partner or by yourself.

Look at this pair of words.

B-1 What is the denotation of wizard?

B-2 Is the connotation of wizard positive or negative?

B-3 What is the denotation of witch?

B-4 Is the connotation of witch positive or negative?

B-5 Which word describes a male magician?

B-6 Which word describes a female magician?

B-7 Which word connotes (suggests) old age?

B-8 Which word connotes ugliness?

B-9 Which word connotes wisdom?

B-10 Who is more respectable: a wizard or a witch?

B-11 Who is more evil: a wizard or a witch?

Look at this pair of words

BACHELOR

OLD MAID

B-12 Which word refers to an unmarried male?

B-13 Which word refers to an unmarried female?

B-14 Which word connotes romance (a good time)?

B-15 Which word connotes boredom?

B-16 Which word connotes unhappiness?

Activity C:
Class wrap-up

C-1 Remember, our language reflects the values of our culture. Look at the connotations of bachelor and old maid. In our culture, is it more acceptable for men not to marry or for women not to marry? Why?

C-2 In our culture, women who have power have often been feared. How is this shown in the connotations of wizard and witch?

C-3 In our culture, is it more acceptable for men to grow old or for women to grow old?

C-4 Look at this pair of words: man, woman.

a. Which word more strongly connotes beauty?

b. Which word more strongly connotes power?

c. Which word more strongly connotes thoughts and ideas?

C-5 Look at the illustration below.

a. What is unusual about it?

b. Who is valued more for beauty in our culture?

c. Who is valued more for power and for thoughts and ideas?

d. Is this situation fair? How does it make women feel?

e. How do females who are not beautiful feel? How do males who are not powerful feel?

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 What does denotation mean?

D-2 What does connotation mean?

D-3 a. What is the denotation of witch?

b. Is the connotation of witch positive or negative?

Lesson 8: Language Comparing Women and Men

Activity A: Like a man or like a woman?

Often, people describe other people by saying they do something like a man or like a woman. Are these phrases accurate, that is, are they free from error? Usually, such phrases are not accurate or realistic. Instead, they are stereotypes.

A stereotype is an oversimplified belief about a group of people. Stereotypes suggest that everyone in those groups should or will act in the same way. For example, the statement "boys don't cry" shows a stereotype about males.

Our society has stereotyped boys as being less emotional than girls. However, males feel as many emotions as females. This stereotype may cause some males to try to act unemotional.

Let's look at some stereotypes shown in our language. Use the illustrations below to answer the following questions.

A-1 Who seems to be taking defeat with courage?

A-2 Who seems to be taking defeat with no courage?

A-3 What is the denotation (exact meaning) of man?

A-4 What is the connotation (suggested meaning) of man in the picture: powerful or weak?

A-5 What is the denotation of woman?

A-6 What is the connotation of woman in the picture: powerful or weak?

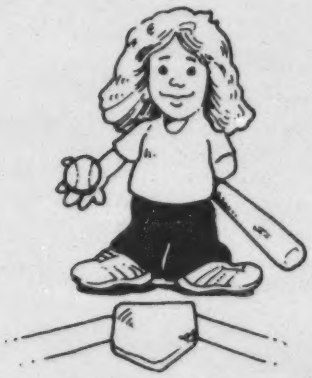
A-7 Do you think these pictures are accurate (realistic) or are stereotypes? Explain.

A-8 If females are always told they are weak, will they probably become weaker or stronger?

A-9 If males are always told to hide their feelings, will they think it is okay to cry or not okay to cry?

Activity B:
A tomboy or a sissy?

Look at these pictures.



"She is a tomboy."

"He is a sissy."

B-1 What is the denotation of tomboy?

B-2 Is the connotation of tomboy negative or positive?

B-3 What is the denotation of sissy?

B-4 Is the connotation of sissy positive or negative?

B-5 Which has a worse connotation: tomboy or sissy?

B-6 The words sissy and tomboy are based on stereotypes about what girls should not do and what boys should not do. Name at least two such actions for boys and two for girls.

B-7 How do these names make boys and girls act?

B-8 Do these names give boys and girls more freedom or less freedom to act as they wish?

Activity C:
Class wrap-up

C-1 Discuss your answers for Activities A and B.

C-2 Look at the pictures in Activity A. Reword the phrases under the pictures so they represent humans, not males or females.

C-3 How different are boys and girls? Do only girls feel like crying? Do only boys enjoy sports? Do you think the words tomboy and sissy are based on stereotypes? Why or why not?

C-4 Is crying always a sign of weakness?

C-5 Do you have more choices if people think of you as a girl or a boy or as a person? Explain.

C-6 If language changes as people change, why do stereotypes exist?

Activity D:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 What are two stereotyped connotations of like a man?

D-2 What are two stereotyped connotations of like a woman?

D-3 What does stereotype mean?

Lesson 9:

Using Occupational Labels to Define Each Other

Activity A (discussion): What are labels?

A-1 Look at the following illustrations. What names (labels) are used instead of the people's names?

A-2 What are some other examples of labels?

A-3 When might labels be unfair?

Activity B:
What are occupational labels?

You may do this activity with a partner or by yourself.

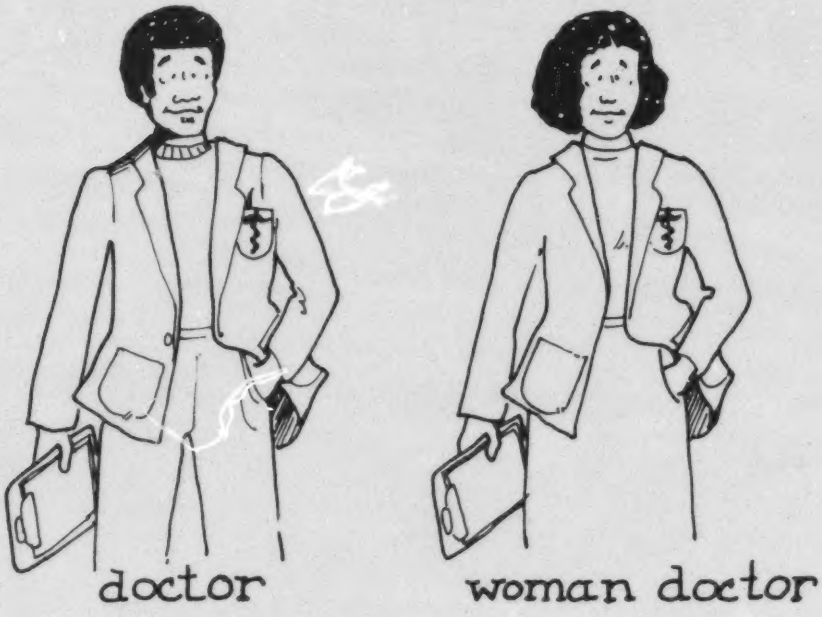
One way to define people is to label them. To label means to name. When you label a person, you don't use the person's real name—like Ursula or John. Instead, you think of another word to use in place of the name.

Here are some examples of labels: wife, husband, nurse, mother, father, poet, singer, jockey, waitress. As you can see, these labels help to define these people. The labels describe what the people do (their roles).

Which label do you prefer: person or boy or girl? Why?

There are many kinds of labels. In this lesson, you'll be thinking about occupational labels: names that describe a person's usual or principal work or business.

Look at the following illustrations and words. Then answer the questions below them.



B-1 Which term can be used for either a man doctor or a woman doctor?

B-2 Which term can be used only for a woman doctor?

B-3 Which term sounds more important: doctor or woman doctor?

B-4 Which term makes a female doctor sound as important as a male doctor: doctor or woman doctor?

B-5 If you were a woman who was a doctor, which would you want to be called: doctor or woman doctor?

B-6 Which term sounds more important: lawyer or woman lawyer?

B-7 Which term makes a female lawyer sound as important as a male lawyer: lawyer or woman lawyer?

B-8 Which term do you think should be used for a female who is a lawyer: lawyer or woman lawyer?

Now look at the following pairs of words.

a.	b.	c.
major	waiter	steward
majorette	waitress	stewardess

A suffix is a letter or group of letters added to the end of a word to change the meaning. Here are some examples: gangster, auctioneer, speedy, dramatize. The underlined letters are the suffixes.

B-9 What suffixes have been added to the second word in each pair above? How has the suffix changed the meaning?

B-10 Does each pair above describe the same job or different jobs?

Look at the following words, which represent occupations or roles.

a.	tailor	seamstress
b.	waiter	waitress
c.	steward	stewardess
d.	poet	poetess

B-11 Which word in each pair sounds like a more important or better-paying job?

B-12 Which words are the feminine form of each occupation?

B-13 Compare the words. Do feminine labels make a word sound more important or less important?

B-14 If women and men have the same occupation, how many words do we need for that occupation: one or two? Why?

B-15 If we use a different word for women in an occupation, does this show that women do the job as well as men or differently from men?

B-16 If you were a woman who was a poet, which would you rather be called: poet or poetess? Why?

B-17 If we use a different word for men in an occupation, does this show that men do the job as well as women or differently from women?

B-18 If you were a man who was a nurse, what would you like to be called: nurse or male nurse? Why?

Activity C: Class wrap-up

C-1 Discuss your answers to the questions in Activity B.

C-2 You have learned that often the same job has different labels for men and women.

a. What do these labels show about society's attitude toward men's and women's work?

b. Whose work seems to be valued more highly?

c. How can we change our language to reflect equal values?

C-3 Do you think occupational (work) labels are changing to reflect equal value for work done by men and women?

C-4 Here is a list of occupational labels. Some refer to men and some to women. Change each label to a word that can refer to either men or women.

a. seamstress

b. male model

c. maid

d. authoress

e. foreman

f. salesman

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 What does <u>to label</u> mean?

D-2 Change these labels to represent either a man or a woman:

a. male secretary

b. woman doctor

c. office boy

d. housemaid

e. trashman

f. watchman

Lesson 10: Terms of Address

Activity A (discussion): Looking at labels

A-1 Look at the following illustrations. What labels are used? What would normally be used instead of the labels?

A-2 What does it mean to address someone? Name some terms of address (words or groups of words used to call a person by a specific name or title) you use.

Some students listened to salespeople talking to customers. They wrote down what terms of address the salespeople used. The words are shown below.

List 1 Names men called women		List 2 Names women called men
lady	sweetie	sir
young lady	miss	dear
kiddo	lovey	
ma'am	girl	
senorita	baby	

A-3 Who were called more names (labels): men or women?

A-4 Why do you suppose this happened?

Activity B: Another way to label

You may do this activity with a partner or by yourself.

In the last lesson, you learned about occupational labels. Another way to label people is to address them with a word that isn't their own name.

Here are some examples:

"Hey, you!!" "Hi, kiddo."

"Hello, gorgeous!!"

You found in Activity A that sometimes men have more labels for women than women have for men. What attitudes do the labels show?

B-1 Look at the list again. Which set of words sounds more respectful: List 1 or List 2?

B-2 According to the lists, who seems to be in charge? Who seems to be attractive?

B-3 What attitudes toward women does the first list show?

B-4 What attitudes toward men does the second list show?

B-5 If you were called sweetie or little lady, would you feel powerful or sweet?

B-6 If you were called ma'am instead of sweetie, would you feel more powerful or less powerful?

B-7 Write at least two words that boys use to address girls in your school (for example, baby). Write two words that girls use to address boys in your school.

B-8 What names do boys use to address girls to show that girls are attractive or desirable?

B-9 Do girls or boys try harder to be attractive?

B-10 If a girl wants to be taken seriously and feel in charge, what can she do?

Activity C:
Husbands and wives

Form a group with three or four other students.

Look at the following pairs of words:

John	John Jones
John's wife	Mrs. John Jones

Now answer the following questions aloud, according to your opinions.

C-1 How is the woman identified: by her name or by her husband's name?

C-2 How often do you think women are identified by their husband's name: very often, often, or not very often?

C-3 How often do you think men are identified by their wife's name: very often, often, or not very often?

C-4 In the above example, is the female defined as an individual or as a possession of someone else?

C-5 How do you think a female should be defined: as an individual or as a possession of someone else?

C-6 In general, does our language show that men belong to women, or that women belong to men? Should this view change?

C-7 In our culture, most wives have their husband's last name. Discuss what you think about people changing their names.

a. Should women change their name when they marry? Should men? Why or why not?

b. After discussing these points, have your group recorder write a paragraph explaining your group's feelings. <u>There are no right or wrong answers</u>.

Activity D: Class wrap-up

D-1 Discuss your answers to Activity C. Your teacher will ask volunteers to read their responses to C-7.

D-2 What names do boys and girls use to describe each other?

D-3 What attitude does each name show? How does each name probably make the other person feel?

D-4 What are some names that make people sound more important? Less important?

D-5 How can people use terms of address to make both females and males feel important?

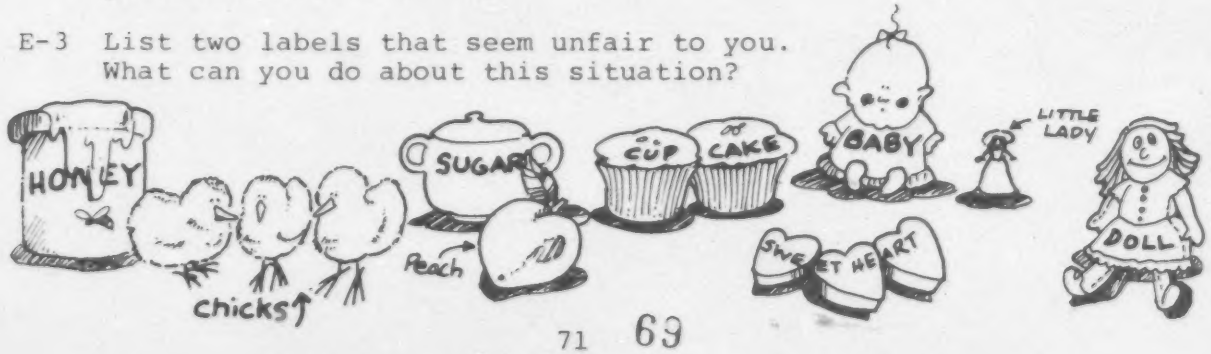
Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

E-1 List three labels that are used to address people.

E-2 According to the study described in Activity A, did the labels men used for women show that men think women are powerful or cute?

E-3 List two labels that seem unfair to you. What can you do about this situation?



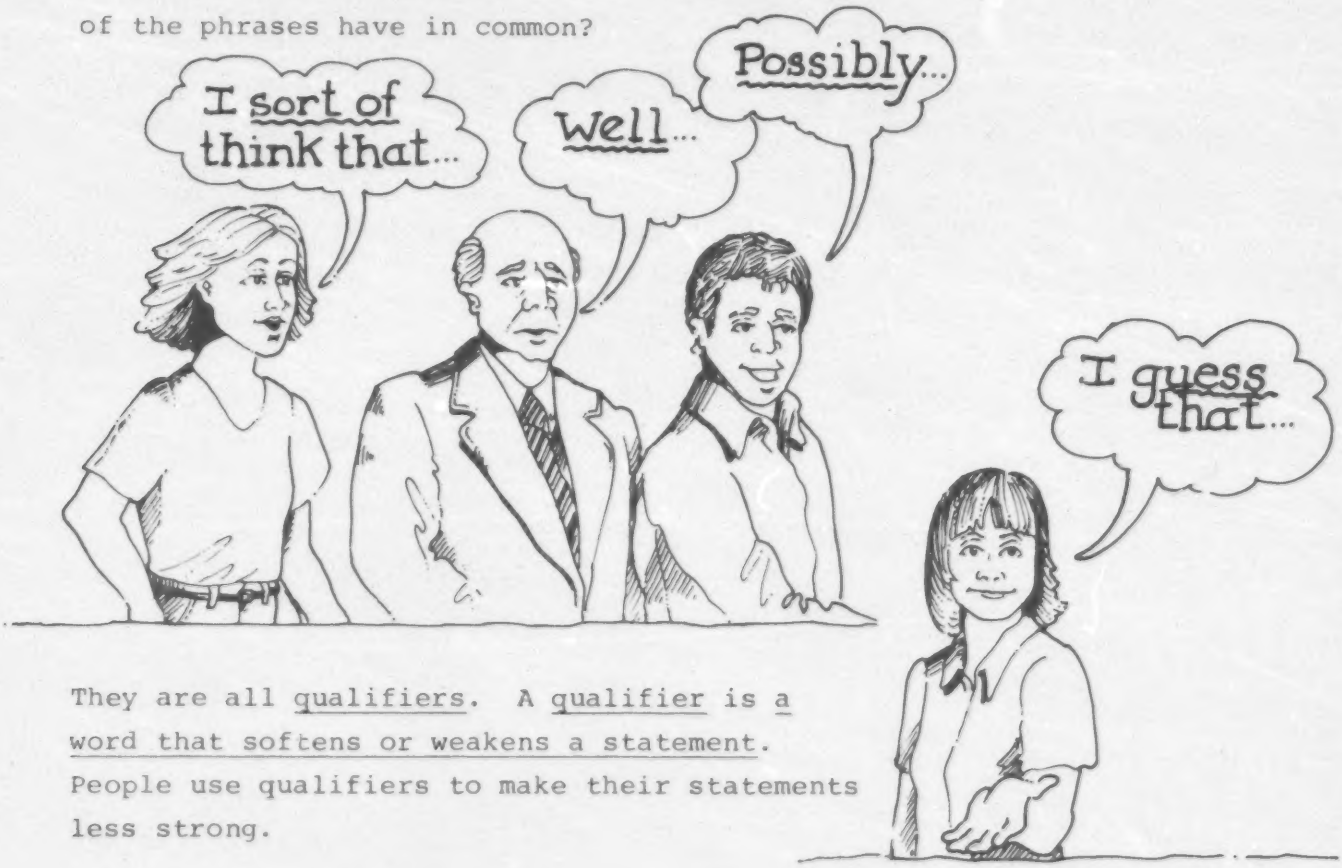
Part III
Sending Messages

Lesson 11: Speaking with Confidence

Activity A (discussion): What is a qualifier?

You have been studying about written words. In this lesson, you will be studying spoken language in conversations.

Look at the illustrations below. What do all of the phrases have in common?

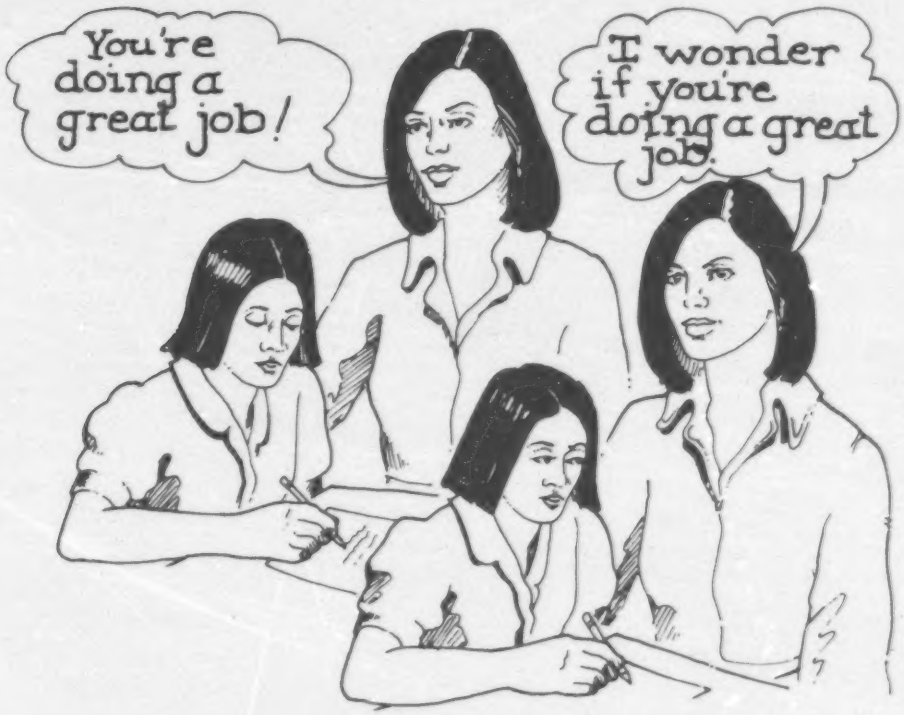


They are all qualifiers. A qualifier is a word that softens or weakens a statement. People use qualifiers to make their statements less strong.

A-1 Think of a sentence that finishes each of the preceding phrases. Now say the same sentence without the qualifier. Which sentence sounds stronger?

A-2 Why might people want to soften or weaken a statement?

A-3 Look at the following illustrations. Which statement sounds weaker?



A-4 What are some other qualifiers that you have heard people use?

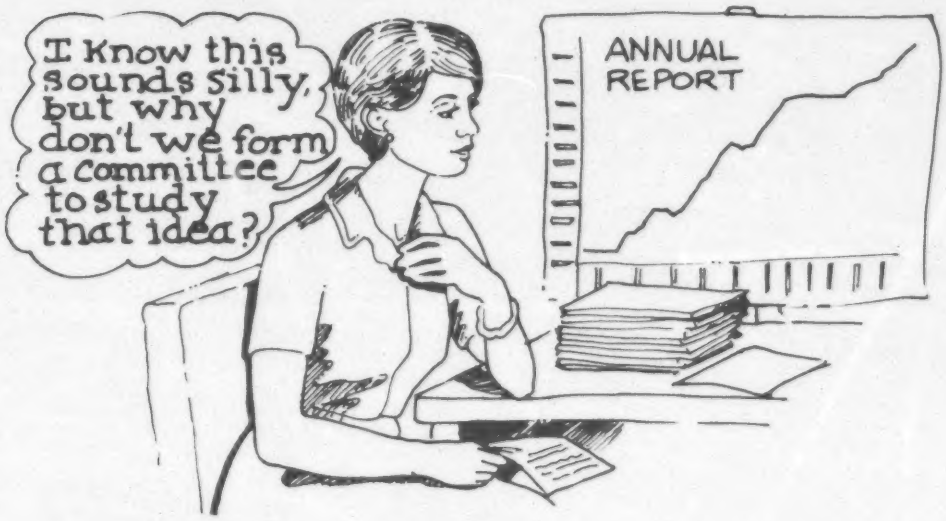
A-5 What are some situations in which qualifiers might be appropriate? Inappropriate?

Activity B:
What is a disclaimer?

Another set of words closely related to qualifiers is disclaimers. People use disclaimers to excuse what they are going to say. Look at the examples of disclaimers shown below.

You may not like this...
I Know this sounds silly, but...
This may sound crazy...
I may be wrong, but...
Well, I'm not an expert but something tells me...

Use the following illustration to answer the questions below.



B-1 Do you think that the speaker really feels that what she is going to say is silly?

B-2 Does the speaker seem to feel confident about her idea?

B-3 Why do you think the speaker uses a disclaimer:

a. Because she doesn't want to sound too direct?

b. Because she doesn't feel confident about her idea?

c. Because she is trying to be polite?

B-4 Would the listener take the speaker more seriously or less seriously if she didn't use the disclaimer?

B-5 When should you use disclaimers? When should you <u>not</u> use disclaimers?

B-6 Studies have been made to find out whether more males or more females use qualifiers and disclaimers.

a. Who do you think are raised to be more polite: males or females?

b. Who do you think are raised to be more straightforward: males or females?

c. Are females likely or unlikely to use qualifiers and disclaimers?

d. Are males likely or unlikely to use qualifiers and disclaimers?

Activity C: Learning from each other

Form a group with three or four other students. Discuss the questions below. Choose a group recorder to write your group's answers. There are no right or wrong answers.

C-1 Sometimes you should try to make a person feel comfortable, or try to avoid hurting someone's feelings. Think of three situations like this. Would you want to use disclaimers and qualifiers in these situations?

C-2 Usually, you should be honest and straightforward about your feelings. Think of three situations like this. Would you want to use disclaimers and qualifiers in these situations?

C-3 How should a person decide whether to use disclaimers and qualifiers?

Activity D:
Who uses qualifiers and disclaimers?

One way to find out who uses qualifiers and disclaimers is to observe people. This evening, watch a television program, or observe some friends or members of your family. Listen for qualifiers and disclaimers. As you observe, write:

- the disclaimer or qualifier
- whether the speaker is male or female

To help you, here is a list of qualifiers and disclaimers.

Qualifiers	Disclaimers
Perhaps...	I know this sounds silly, but...
It seems to me...	This may strike you as odd, but...
I guess...	Well, I'm not an expert, but...
Well...	Don't get mad, but...
Possibly...	This may sound crazy, but...
I suppose...	You're going to think this is stupid, but...
I think...	
You know...	
Sort of...	

Activity E: Class wrap-up

E-1 Discuss your answers for Activities C and D.

E-2 Some studies show that adult women generally use more qualifiers and disclaimers than adult men.

a. Do your findings in Activity D agree with these studies?

b. What causes more women than men to use qualifiers and disclaimers?

c. Should this situation be changed?

E-3 What can females learn from males in using qualifiers and disclaimers? What can males learn from females?

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 List three qualifiers.

F-2 List three disclaimers.

F-3 What is a good reason to use disclaimers and qualifiers?

F-4 What is not a good reason to use disclaimers and qualifiers?

Lesson 12: Making Requests

Activity A: What would you say?

Before you do this lesson, do the following experiment. There are no right or wrong answers.

Read the situation below. Then decide what you would say and write it down. Try to write what you would really say in a real situation.

A-1 You are a parent. Your child, John, starts to run into the street. You want to call him back.

You say:

A-2 You are a teacher. Your class has finished an assignment. You want to collect the papers.

You say:

A-3 Your friend is drinking some soda. You would like a sip of it.

You say:

A-4 You are the president of a public relations company. You want to ask some employees to attend a meeting that is about to start.

You say:

A-5 You are a state legislator. You need some legal information.

You say to your assistant:

Write your name on your paper and turn in your answers to your teacher.

Activity B:
How do men and women make requests?

The word request means to ask someone to do something.

People make requests in different ways. Look at the following examples. Then answer the questions that follow.

a. Feed the dog!

b. Please feed the dog.

c. Will you feed the dog?

d. Will you please feed the dog?

e. Won't you please feed the dog?

B-1 Which request is the shortest (has the least number of words)?

B-2 Which requests are the longest?

B-3 Which request is the most direct (most like an order)?

B-4 Which requests are not very direct (more like questions)?

As you can see from these examples, the shorter the request, the more power or force it has. The longer the request, the less power or force it has.

Look at the requests below. Write D by the ones that are direct (powerful) requests. Write I by the ones that are indirect (less powerful) requests.

B-5 Draw your line at a 40-degree angle.

B-6 I'd like you to draw your line at a 40-degree angle.

B-7 Try not to get it off center.

B-8 Don't get it off center.

B-9 I'd just like to ask you how many students you have.

B-10 How many students do you have?

Change the following indirect requests to direct requests.

B-11 I was wondering if you fed the dog.

B-12 Well, let me just ask this: Why do you think he did that?

Activity C (discussion): When to be direct

C-1 Look at these two sentences:

> Let me know as soon as possible.
>
> Will you please let me know as soon as possible?

Why might a person use the second sentence instead of the first sentence?

C-2 If a person always uses indirect requests, how will others think of the person: as direct (powerful) or as indirect (less powerful)?

C-3 Do you think females or males are more direct? In our society, are females or males more often in powerful positions?

Activity D: What did you say?

Form a group with three or four other students. Find out which of your classmates use direct requests and which of your classmates use indirect requests. To do this, your teacher will give each member of your group someone's paper from Activity A. Use the papers to fill in a form like the one on the next page.

Use the definition of direct and indirect requests given earlier in the lesson. For example, if a person used the word please, or if the person wrote a question, mark the indirect column. If the person used as few words as possible or used an exclamation point, mark the direct column. Make sure to mark boy or girl on your form.

Boy _____ Girl _____	Number of words	Indirect	Direct
Situation 1			
Situation 2			
Situation 3			
Situation 4			
Situation 5			

Now answer the questions below. Choose a group recorder to write your group's answers.

D-1 Who used more words: boys or girls?

To find out, count all the words used by boys. Then determine the average by dividing that number by the number of boys' papers. Do the same for the girls' responses. Which average is higher?

D-2 Who used please more often?

D-3 Who used more questions? Who used more exclamation points?

D-4 Were boys or girls more direct?

Activity E: Class wrap-up

E-1 Discuss your findings in Activity D.

E-2 What do the results show about the way girls and boys are raised? What can girls do about this? What can boys do?

Lesson 13: Fillers, Interruptions, and Jokes

Activity A: Who interrupts and tells jokes?

Watch a talk show on television for at least 30 minutes.

Listen for interruptions and jokes. (Interruptions occur when someone starts to speak before someone else has finished speaking; jokes occur when someone says or does something to provoke laughter or amusement.)

A-1 As you watch, fill in a form like the one below. Put a mark in the appropriate column (female or male) every time someone interrupts or tells a joke. Be prepared to present your findings to the class.

	Female	Male
Interruptions		
Jokes		

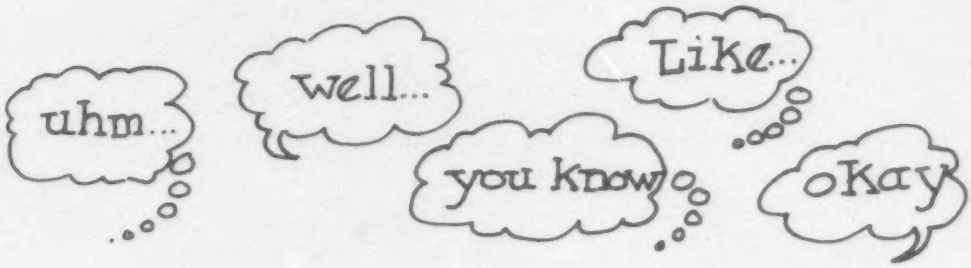
A-2 Who interrupted more: males or females?

A-3 Who told more jokes: males or females?

A-4 Why might people interrupt?

Activity B: Who uses fillers?

Fillers are words like uhm, well, you know, like, and okay.



Find out who uses fillers. To do this, show to one girl and to one boy a picture, drawing, painting, or sketch in a magazine or textbook. Ask each person to describe the picture. During the description, listen for fillers. Repeat the process for another girl and another boy.

Activity C (discussion): What were your results?

C-1 Discuss your results for Activity A. Were there differences in the way females and males used interruptions and jokes?

C-2 How do you feel when you are interrupted? Have you ever interrupted another person? Why?

C-3 Is interrupting an effective way to communicate? Why or why not?

C-4 How do you feel when you tell a joke? Hear a joke?

C-5 Is joke-telling an effective way to communicate? Why or why not?

C-6 Discuss your results for Activity B.

a. Count the number of girls and the number of boys who described the picture. Then compare the total number of fillers used by each.

b. Who used more fillers: boys or girls?

C-7 Why might someone use fillers to communicate?

C-8 Is using fillers an effective way to communicate?

C-9 a. In Lessons 11, 12, and 13, you have learned about different communication methods for females and males. Review these methods.

b. What special problems do some males have in communicating? What causes these problems?

c. What can males learn from the way females communicate?

d. What special problems do some females have in communicating? What causes these problems?

e. What can females learn from the way males communicate?

Activity D: Deciding how to communicate

Write a paragraph about what kind of communication you think is best for you. Think about using each of the following:

- qualifiers (Lesson 11)
- disclaimers (Lesson 11)
- direct and indirect requests (Lesson 12)
- interruptions (Lesson 13)
- jokes (Lesson 13)
- fillers (Lesson 13)

Lesson 14: Body Language

Activity A: What is body language?

Did you know that people can talk to each other without using words?

They may send the message on purpose. For example, a friend's smile may mean "I like you."

People also send messages without knowing it. For example, if someone wiggles or drums his or her fingers on a desk, the people around can probably tell that the person is nervous or bored.

These movements are called body language. If you know how to read body language, you can tell a lot about a person.

Body language is also called nonverbal communication. The word nonverbal means without words. Therefore, nonverbal communication means communicating without words.

Look at illustrations A-1 through A-5. Match them with the types of body language listed below.

a. Touch

b. Facial expression

c. Body position

d. Eye contact

e. Gesture

A-6 Look around your class right now. Find several examples of body language.

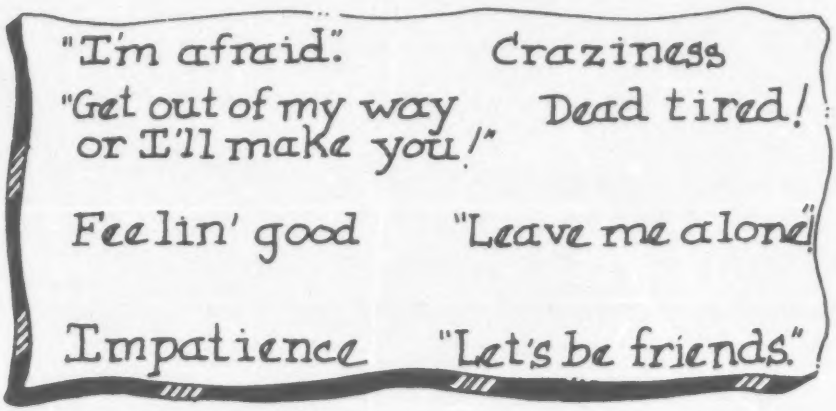
A-7 What are some examples of body language that show the feeling of inferiority? (Inferiority means that someone believes that she or he isn't as good as everyone else is.)

A-8 What are some examples of body language that show the feeling of friendliness?

Activity B: Charades

Form a group with three or four other students.

B-1 As a group, choose one of the feelings or attitudes below (or think of one of your own) to use in this activity.



B-2 Think of four or five ways to use body language to show the attitude or feeling you chose. Practice using this body language in your group.

B-3 Present your body language to the class. To do this, each person in your group should demonstrate one example of body language that shows the feeling or attitude your group chose.

Then ask the class to guess what feeling or attitude you are showing.

Activity C: Class wrap-up

C-1 Discuss your answers to A-7 and A-8.

C-2 Do you think body language is learned?

Hint: Is spoken language learned, or are we born with knowledge of it?

C-3 From whom do we learn body language?

C-4 Think of the kinds of body language that your parents use. Which kinds does your father use? Your mother?

C-5 This evening, observe your own body language or that of your family or friends. Be prepared to share your observations with the class.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 Name three kinds of body language.

D-2 What is an example of body language that shows happiness?

Lesson 15: Male and Female Body Language

Activity A (discussion): What did you observe?

A-1 Discuss what you observed about body language from Activity C in Lesson 14 (observations you made that night).

a. What kinds of body language do you seem to use the most?

b. What kinds of body language do your family or friends seem to use the most?

A-2 Think about the body language you see every day.

a. Are there any kinds of body language that mostly girls use or mostly boys use?

b. If so, what are they?

Activity B: Thinking about your body language

Your teacher will divide the class into four groups. There will be one group for each type of body language: eye contact, facial expression, body position and appearance, and gesture; touch is not included.

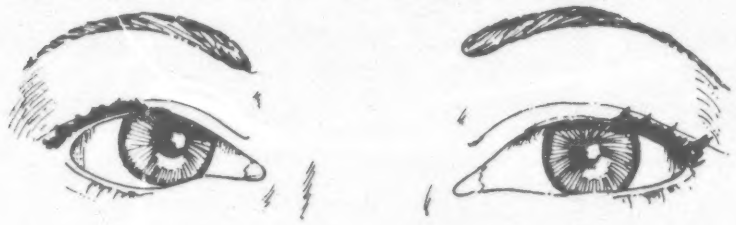
First, read the following information aloud in your group.

> Body language is learned, just as spoken language is learned. What body language have men and women learned? Is it the same or different?
>
> Historically, our society has expected that men and women would serve different roles. In the past, women were supposed to be more passive and polite, and men were supposed to be more forceful. Women were supposed to be followers, and men were supposed to be leaders.
>
> Now, some things are changing. Many men and women want to expand their roles. Some men want to be passive sometimes, and some women want to be leaders sometimes. But it takes a long time for changes to take place in society.
>
> If you watch men and women speaking to each other, you can see that many kinds of body language are used by both men and women. For example, everyone smiles, but who do you think smile more often: women or men? Why?
>
> Let's explore some of the differences in male and female body language.

Now find your group's topic on the next four pages. In your group, discuss each question under your topic. Have your group recorder write the things everyone says.

Choose someone from your group to tell the class your observations. Remember, there are no right or wrong answers.

EYE CONTACT



B-1 Who tilt (bend slightly) their heads to one side more often: men speaking to women, or women speaking to men? What are some feelings this body language may show?

B-2 In your opinion, which is true: boys stare more often at girls, or girls stare more often at boys? What does this body language show about those who use it? Why?

B-3 Think about some adults you know. Do women or men look at you more often when they are speaking (or is there no difference)? Why? (Think of your father and mother, as well as other adults.)

B-4 Do men or women more often use eye contact to get approval? (Getting approval means looking at others to see if they agree or disagree.) How can you explain this?

FACIAL EXPRESSION

B-5 Do men or women show more emotion in their facial expressions? Why?

B-6 In your opinion, do women or men remember names and faces better? Why?

B-7 Do women or men smile more? Why? Do these smiles mean that the person is happy, or does the person smile out of habit?

B-8 Do boys or girls seek approval more often through smiles? (Seeking approval means trying to get others to agree or disagree.) Why?

B-9 Do women or men smile more while saying no to their children? Why?

B-10 Are girls or boys more likely to return your smile? Why?

BODY POSITION & APPEARANCE

B-11 Think of the men and women you know. Do the men or the women sit in more relaxed ways? Why?

B-12 Are girls or boys taught to be more careful in the way they sit? Why?

B-13 In your opinion, do boys or girls spend more time on their physical appearance? Why?

B-14 Does our society expect women or men to look better?

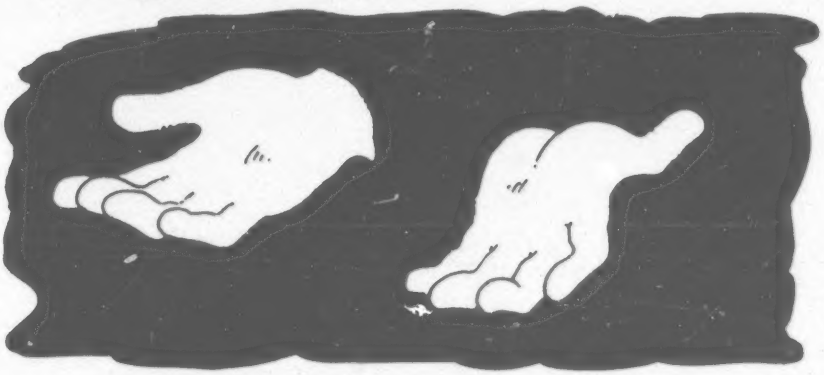
B-15 a. Are men valued more by society for what they do or how they look?

b. Are women valued more by society for what they do or how they look?

c. Do you think this situation is fair? Why or why not?

d. Does our society limit people? If so, how?

GESTURE



Look at the gestures described below. Decide whether more males or more females use each gesture. Then try to decide what that gesture shows about:

- boys' feelings about themselves
- girls' feelings about themselves

B-16 Leaves both hands down on the arms of chairs

B-17 Strokes chin

B-18 Sits with the ankle of one leg crossing the knee of the other

B-19 Plays with hair

B-20 Keeps hands in lap

B-21 Crosses legs at the knee

B-22 Stretches hands and cracks knuckles

B-23 Uses hands to make gestures

Activity C:
Role-play

For this activity, some students are going to role-play while other students watch them. For each of the situations described on the next page, your teacher will ask one boy and one girl to role-play the situation.

For those who are role-playing: Choose one of the situations to act out. Remember to act exactly as you normally would. Don't be self-conscious; do what comes naturally. Otherwise, the activity won't work. You may stand or sit as you act out the situation.

For those who are watching: Choose only one type of body language to watch as the students role-play. Types of body language could include eye contact, facial expression, body position, gesture, and touch, as well as clothing and grooming.

Situation 1

Have a conversation (argument) about who should ask people for dates—girls or boys.

Situation 2

Have a conversation about sports. Discuss the sports that you like. Try to convince each other that certain sports are better than others.

Situation 3

Have a discussion about your friends. Discuss why people have friends, who your friends are, and why you like them.

Situation 4

Have a discussion about what you do on weekends. Ask each other what you like to do and why.

Activity D (discussion): What did you observe?

Discuss the kinds of body language shown by the girls and the boys who had the conversation in Activity C. Were there any differences in girls' and boys' body language?

D-1 Who smiled more?

D-2 Who looked more often at the other person?

D-3 Who showed more facial expressions?

D-4 How close did they sit or stand to each other?

D-5 Who appeared more relaxed? How did you know that person was relaxed?

B-6 If they were sitting, how did they sit? (How did they cross their legs? Did they keep their hands in their lap? And so on?)

D-7 Who used more gestures?

D-8 How were the boy and girl dressed?

D-9 Did anyone touch the other?

Activity E:
Class wrap-up

E-1 Why should people be aware of body language? How should people decide what body language to use?

E-2 What does body language show about females' self-concept? Males' self-concept?

E-3 When should people work to change their body language? Why?

Activity F:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 What are three examples of body language used mainly by women?

F-2 What are three examples of body language used mainly by men?

F-3 What does body language show?

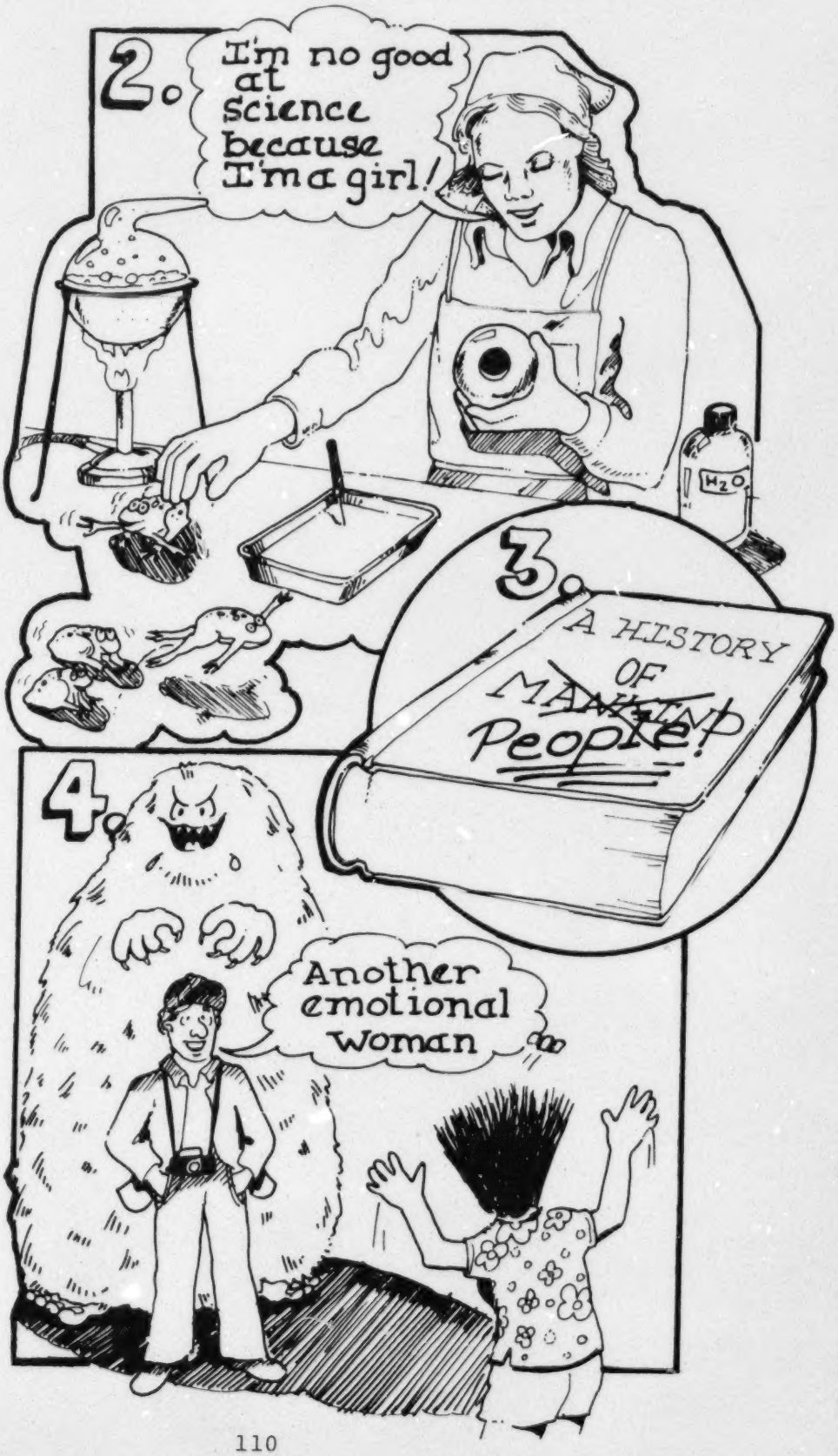
Part IV
Making Language Decisions

Lesson 16: Language and Values

Activity A (discussion): What have you learned?

A-1 What three main ideas about language have you learned so far in this unit?

A-2 Look at the following cartoons. Which language principle (language idea) does each cartoon show?


2.
I'm no good at science because I'm a girl!
H2O
3.
A HISTORY OF MANKIND People?
4.
Another emotional woman

A-3 Why are there male and female differences in communication? How can these differences be changed?

A-4 Why is it important to know how language affects us?

A-5 How can a person decide what words and gestures to use?

Activity B: What are your values?

What are values? Values are people's feelings about what is good or important. For example, many people value loyalty.

A value judgment is a statement about what is good or important in a specific situation. Here is an example of a value judgment: People should be loyal to their country.

Where do your values come from? First, values may come from other people. For example, chances are that you value many of the things your parents value.

Second, values may be based on personal experience and new information. As you gain information, your values may change.

Because cultures (countries) are made up of people, cultures have values, too. Generally, our culture values these things:

- feeling good (being healthy and happy)
- having friendship and love
- having information
- having skill or ability
- being trustworthy and responsible
- having wealth or material goods
- having power over others
- having respect or recognition

Of course, our society has not always given everyone a chance to have these important things. Also, remember that our large society has different groups of people who may have different values. For example, different people have different ideas about the roles of males and females.

To find out your own values about males and females, look at the following survey. Each item includes two value judgments about the ways females and males should act.

For each item, choose the value judgment that you prefer. Remember, there are no right or wrong answers. After you finish, rate yourself according to the instructions on the next page.

B-1 a. Women should speak with as much confidence as men.

b. Women should not speak with as much confidence as men.

B-2 a. Women should not express strong opinions, especially in front of men.

b. Women should decide whether to express strong opinions according to the situation.

B-3 a. A boy should feel free to cry if he wants to cry.

b. A boy should be strong and never cry.

B-4 a. How you communicate should depend on the situation and your values.

b. How you communicate should depend on whether you are female or male.

B-5 a. Both men and women should sometimes be direct and sometimes be polite.

b. Men should be direct and women should be polite.

B-6 a. All jobs should be open to men and women alike.

b. Certain jobs should be held only by men.

B-7 a. Boys should always act differently from the way girls act.

b. Boys should not always act differently from the way girls act.

B-8 a. It is more important for women to look beautiful than to develop ideas.

b. It is more important for women to develop ideas than to look beautiful.

B-9 a. Wives and husbands should work together to make decisions.

b. Husbands should make the most important decisions.

B-10 a. Girls should not ask boys for dates.

b. Girls should sometimes ask boys for dates.

B-11 Now score yourself. Go back to your answers and write a T (traditional) or N (nontraditional) by the answers. Use the code below.

B-1	a. N		B-6	a. N	
	b. T			b. T	
B-2	a. T		B-7	a. T	
	b. N			b. N	
B-3	a. N		B-8	a. T	
	b. T			b. N	
B-4	a. N		B-9	a. N	
	b. T			b. T	
B-5	a. N		B-10	a. T	
	b. T			b. N	

B-12 Add your Ts and Ns and write your totals.

If most of your answers were Ts, your values about males and females tend to be traditional. That is, you probably think that males and females should act differently—that males should do certain things and females should do certain things.

If most of your answers were Ns, your values about males and females tend to be non-traditional. That is, you probably think that males and females should have the same opportunities to do the same things.

C-1 As a class, discuss your answers to the survey. How many students had mostly traditional answers? Nontraditional?

C-2 Where do your values and value judgments come from?

C-3 Look back at the list of values on page 112. For each item in the survey, decide if that value judgment keeps anyone from experiencing any of the values listed on page 112.

C-4 For each item in the survey, think of language that you could use to show that value judgment.

C-5 Are your values fair? Do you want to change any of your values? If so, which ones?

Lesson 17: Choosing Your Language

Activity A: Language in different situations

Read the situation on the following page. Shown are three possible alternatives--other choices--for responding verbally to the situation. Read the advantage and disadvantage of each response. (Of course there are many other possible responses.)

Situation

Jerry was late to class for the fifth time in two weeks. His teacher, Mr. Graham, was upset and said:

Alternative 1: "Why are you late all the time? Is it something you'd like to talk about?"

Advantage: The teacher will hear Jerry's side of it.

Disadvantage: If the teacher is too sympathetic, Jerry might think he can get away with being late again.

Value: The teacher clearly values people's feelings more than rules.

Alternative 2: "I'm sorry, but you'll have to go to the office."

Advantage: This way, Mr. Graham can show everyone that lateness will not be tolerated. And Mr. Graham has not personally attacked Jerry.

Disadvantage: Jerry may have a good excuse but is given no chance to explain.

Value: The teacher seems to value people's feelings but believes rules are more important. (Tone of voice could make a difference here.)

Alternative 3: "You're impossible! I'm sick of your lateness. Don't bother to come back to class."

Advantage: Mr. Graham shows that he will not tolerate lateness.

Disadvantage: Mr. Graham attacks Jerry personally, which probably doesn't help Jerry's attitude at all.

Value: The teacher doesn't value people's feelings at all, but instead values conformity to rules.

Which alternative would you choose if you were Mr. Graham? Why?

Choose three of the following situations. For the situations you choose, write an advantage, a disadvantage, and a value for each of the alternatives. Then choose what you think is the better alternative and say why you think it is better. Remember, there is no one right answer.

Situation 1

You are a girl and you did poorly on a science test. You are upset and go home to tell your parents. Your mother says:

Alternative A-1: "Well, that's okay. Girls don't usually do well in science anyway."

Alternative A-2: "Try to do better next time. It is important that you do well in science."

Situation 2

You see a poster on the wall advertising a dance. It says:

Alternative A-3: "Here's a way to get a free meal for you and your chick!"

Alternative A-4: "Here's a way to get a free meal for you and your date!"

Situation 3

Joe Lott has just been asked his opinion about a dress his wife bought. He says:

Alternative A-5: "Aw, come on, men don't know anything about such things."

Alternative A-6: "Well, I like the color."

Situation 4

Sharon has just told a joke that no one thinks is funny. She is embarrassed. Someone says:

Alternative A-7: "Girls just can't tell jokes!"

Alternative A-8: "Aw, don't be embarrassed. You can't win 'em all!"

Situation 5

Ellen is attending a staff meeting. During the meeting, staff members are asked to express their opinion about whether to open another factory overseas. Don says, "It is a good idea because we will be located closer to our customers." Ellen says:

Alternative A-9: "I may be wrong, but it seems to me that we don't have enough capital [money]."

Alternative A-10: "According to my estimates, we don't have enough capital."

Now discuss your answers with the rest of the class.

Activity B
Making a language decision

For this activity, work with a partner or by yourself.

Think of a problem or situation that is important to you. Write a description of the situation and two possible alternatives, based on what you have learned from the previous activity. Then, follow the decision-making model below. Copy it on your own paper and fill it in. (Fill in Step 1 with your two responses.)

Problem: _____

Step 1: Outlining Your Alternatives for Action

Alternative 1: Alternative 2:

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1
Advantage:

Disadvantage:

Alternative 2
Advantage:

Disadvantage:

Step 3: Thinking about the Values in Conflict

Step 4: Decision (Choosing one Alternative)

When you are finished, your teacher will have volunteers read their problems and their alternatives. As a class, try to guess which alternative the volunteer chose and why.

Activity C: Taping your words

Tape-record two of your telephone conversations—one with a girl and one with a boy. Or, listen to a tape of someone else's conversations. Compare what was said to the girl with what was said to the boy. Were the conversations the same? What differences did you hear? What do these differences show about the speaker's self-concept and about the speaker's attitude toward the girl or boy?

Activity D: Writing a conversation

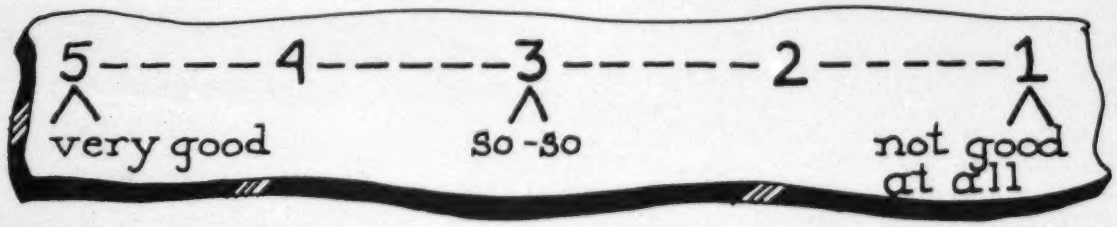
Make up a conversation between two people and write it down. Read your conversation in class. Decide what values or attitudes are shown in the conversation.

Lesson 18: Learning to Speak Up about Yourself

Activity A: Rating yourself

Think about yourself for a moment. How do you feel about yourself? What are your abilities? How well do you communicate with other people?

A-1 For each characteristic below, rate yourself from 1 to 5 as shown on the scale.



How good are you at:

a. Helping other people?

b. Influencing other people?

c. Getting what you want?

d. Being successful?

e. Getting recognition for your abilities?

f. Learning what you need to know?

A-2 Which characteristic did you rate the highest? The lowest?

A-3 Count the total number of points you gave yourself for all characteristics.

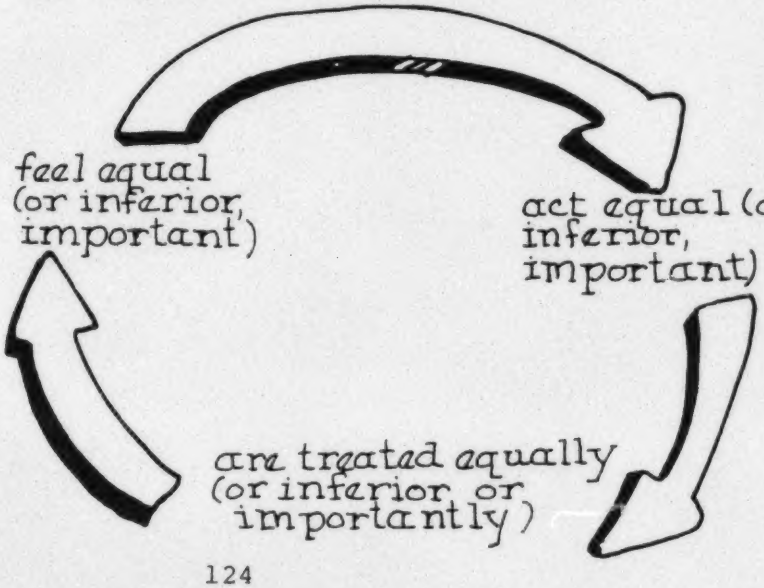
A-4 Now think about what you expect to be like 10 years from now. Be as honest as you can. Rate yourself again for items a through f.

A-5 What is the total number of points you gave yourself in A-4?

Activity B: Self-confidence and your future

In this unit, you have discovered that your actions and language show others how you feel. Many times people react to you not only because of what you say, but also because of how you say it. People may treat you positively or negatively based on your actions.

For example, if you feel you are inferior, you will probably act as if you were inferior, and people will then treat you that way. If you feel you are important, you will probably act that way, and as a result, people will probably treat you as an important person. This process is shown below. As you can see, it is a circle!



Often, people forget to like themselves—to feel good about themselves. They want others to like them, but they don't like themselves.

It is important to learn to like yourself. Your feelings about yourself affect what you do and what you become in the future.

B-1 Write down as many words as you can think of that describe some part of your personality. Use nouns, verbs, and adjectives. Take at least five minutes.

You won't have to show these to anyone, so be honest. Write everything that comes into your mind.

B-2 Review your list. Code the words like this:

P (pluses)	Qualities you're proud of
M (minuses)	Qualities you're not proud of

B-3 Write your name in big letters at the top of a clean sheet of paper. Choose five good things from your list and write them down. Then, take turns reading them to the rest of the class.

B-4 In front of the class or a small group, talk for two or three minutes about yourself. You do not have to say anything bad about yourself. Try not to pause. Just keep talking, saying whatever comes into your mind.

Activity C (discussion): Comparing self-ratings

Now think of one thing about yourself that you would like to change. Look at the circle on page 133.

Write a paragraph about what you can do to change how you act, feel, or are treated by others.

Activity D: Thinking about change

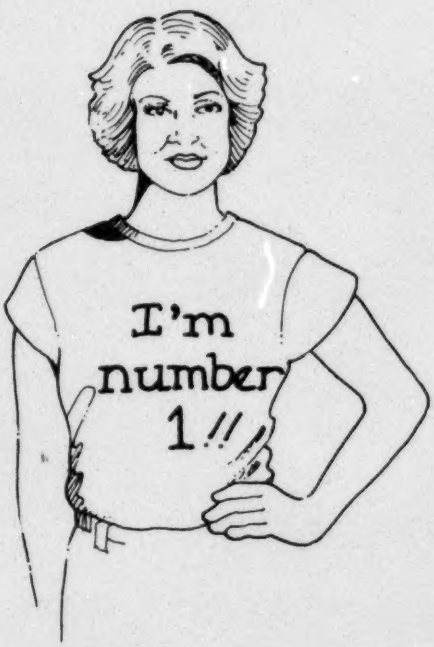
D-1 Who seemed to have more trouble talking about themselves: boys or girls?

D-2 Compare the self-ratings completed in Activity A.

a. Who rated themselves higher in A-3: boys or girls? Why might there be differences?

b. Which characteristic did students rate the highest? The lowest?

c. Who rated themselves higher in A-4: boys or girls? Why might there be differences?



Lesson 19: Decisions about the Media

Activity A (discussion): What's in newspapers and magazines?

A-1 As a class, look through yesterday's newspaper or a recent magazine.

a. What are the parts of a newspaper or a magazine?

b. Which parts do you like to read best?

c. What are the articles on the front page of the newspaper about? What topics do the articles in the magazine present?

d. Who decides what articles are included?

A-2 Most changes take place because of decisions people make. Look at the newspaper.

a. What changes are taking place in our society?

b. Who made the decision that caused the change?

A-3 a. Does language always change as fast as people? Give some examples.

b. Do you see any evidence of changing language in the newspaper or magazine?

A-4 a. What are stereotypes? Give some examples.

b. Do you see any evidence of stereotypes in the newspaper or magazine?

Activity B:
Examining the media

Form a group with three or four other students. Choose a local newspaper, your school newspaper, or a magazine. Then do the following:

B-1 Look for articles that show changes in male and female roles in society.

B-2 Read at least two articles. Does the newspaper or magazine use the male generic words (for example: mankind, a worker, he), or does it avoid using the generic rule?

B-3 Check to see how the articles describe males and females. Are the descriptions based on male or female stereotypes?

B-4 Newspaper only: Look at the society page (where engagement and wedding portraits and descriptions are located).

a. Whose pictures are shown: men's or women's? Why? Do some pictures show both the bride and the groom? If so, what change in society does this show?

b. Read the article beside a picture. Whose appearance is described in more detail? Whose occupation is described: the woman's, the man's, or that of both? How many women are not identified by an occupation? How many men?

B-5 Magazines only: Look at the advertisements.

a. What are males doing in some of the ads? What are females doing?

b. Who is "talking" in the ads? What language is being used? Can you find female or male stereotypes? Where?

c. What can you tell about male and female roles from the ads? Do you find any evidence of changes in female or male roles?

Activity C: Reporting on language

In your group or by yourself, write a one- or two-page report about your group's findings in Activity B.

The report should have three parts:

- Introduction (information about which newspaper or magazine you examined, and about which parts you looked at closely)
- Your findings (the facts you learned in answering the questions in Activity B)
- Your opinions (your feelings about the newspaper's or magazine's language, and about the way the newspaper or magazine describes females and males)

Activity D:
Taking action

You may do this activity in a small group or by yourself.

Often, people are unhappy with a newspaper or magazine for some reason. They write a letter to the editor of the paper or magazine. Here is a sample letter:

May 5, 1982

Dear Editor:

I was unhappy with Anna Jorgen's article on women's and men's roles today. She said that most women are happy to let their husbands make most major family decisions.

Well, this isn't true. I enjoy working with my husband in making important decisions. We feel that we make better decisions this way, and that we are both happier in the long run. And I think a lot of my friends would agree with me.

Robyn Grietzer
New York City

There are other ways to take action when you think a newspaper or magazine is reporting something unfairly. You can choose not to buy the newspaper or the product that is advertised. You can also try to change the newspaper through political action. For example, you can gather people together to petition against whatever is unfair.

Think about the newspaper or magazine you read in Activity B.

D-1 Did you find something about the magazine or newspaper that you consider unfair? If so, write a letter to the editor to express your opinion. Try to be specific.

D-2 After you write your letter, exchange it with someone else's. Check the letter for correct grammar and punctuation, and for complete sentences. Make corrections and return the letter.

D-3 Send your corrected letter to the newspaper or magazine.

Activity E: Writing an ad

E-1 Choose one of the ads you discussed in this lesson, or choose a new one. Write the ad so that it shows males and/or females in a nonstereotyped way.

E-2 Work in small groups to advertise a product you want to make or sell. Or, advertise a school activity.

a. Talk about the product or activity.

b. Write down specific facts you need to tell others about the product or activity.

c. Create your own advertisement. It can be for a magazine, for the radio, or for television. If it is for a magazine, include an illustration to go with it.

Activity F: Class wrap-up

F-1 What do the media say about the roles of females and males? Give examples of the language used.

F-2 How is culture changing? How do the media reflect those changes in the roles of females and males?

F-3 Did you see evidence of stereotypes in the media?

F-4 Can the media affect what people believe about themselves? How?

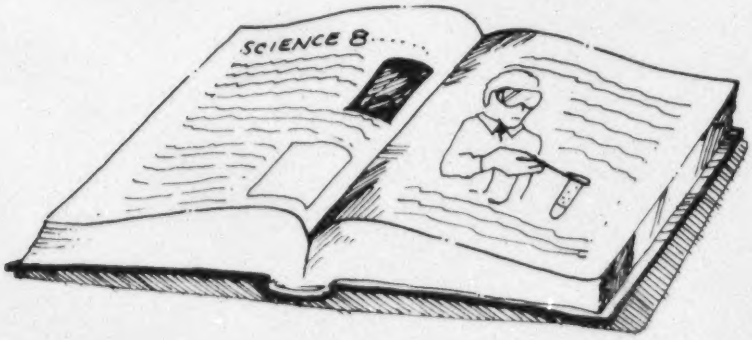
F-5 How can you change what the media say about females and males?

Lesson 20: Decisions about Textbooks

Activity A: What about textbook language?

A-1 Many schools are buying new textbooks. What are some reasons for this?

A-2 Can your textbooks cause you to like or dislike a subject? How?



A-3 Can a textbook cause girls as a group or boys as a group to dislike a subject? How? Give examples.

A-4 Studies show that more girls than boys dislike math or science. Studies also show that more boys than girls dislike language arts. Can you think of reasons for these differences?

A-5 Do textbooks show attitudes about males and females? Do textbooks affect your attitude about yourself and others?

Here's how some students answered this question. (Your teacher will have a volunteer read the story aloud.)

The students at Rudgers Middle School wanted to find out what attitudes were shown in their texts. They looked at math, history, science, and English texts. They counted pictures and found that there were twice as many males as females.

In their science and math texts, they counted five times as many examples of men as women. Their history book was full of words like mankind, man, and the generic form he.

They also found plenty of evidence of stereotyping. For example, girls were standing around watching boys doing the work or creating the ideas. And in most math- and science-related jobs, men were shown instead of women.

When they finished, one female student said, "No wonder I don't like math! I don't have any examples of other girls to identify with."

A-6 How could you go about getting your textbooks changed?

You may decide that you need to look at textbooks more closely before deciding what, if any, changes are necessary. If so, do the following activity.

Activity B: Observing your textbooks

Form a group with three or four other students. Select a textbook to use. (Your teacher will give each group member a copy.)

B-1 Decide what to observe (illustrations, generic nouns and pronouns, number of female and male characters, and so on).

B-2 You, and each person in your group, should now look closely at five pages to count examples of the things you chose to observe. (Each person should select different pages to examine.) As you look through your pages, fill in a form like the one below.

Textbook:

Page numbers: _____ to _____

	Number of Males	Number of Females
1. Pictures		

B-3 Add everyone's totals. Your results should look like this:

Total Pages _____	Male	Female
Total Pictures		

B-4 As a group, discuss the following questions. Have a group recorder write your responses.

a. Are there more pictures of males or of females? What attitudes do the pictures show about males? About females?

b. Who are mentioned more often: females or males? What attitude do the textbook's language and characters show about males? About females?

c. Do you think your text shows fairness? Why or why not?

d. Do you think your text should be revised?

Activity C (discussion): Can textbooks be changed?

C-1 Discuss the results of Activity B for each group.

C-2 Which texts were more likely to include more females? More males? How can this affect your attitude about the subject?

C-3 What actions could you take to get your textbooks changed?

Activity D:
Taking action

Return to the group you worked with in Activity B.

D-1 Make a list of actions you could take to get your textbooks changed.

D-2 Decide which action seems the best.

D-3 Work to carry out the action you chose.

Activity E:
Class wrap-up

E-1 What action did each group choose?

E-2 Which action was most successful?